

## Making a mark

Mark Curdick is evidently a good deal of a character. He has been given credit for his cleverness in the past, but his cleverness is not the only thing that has made him a success. He is a man of many talents, and his success is a result of his hard work and determination.

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## Quoting Hitler

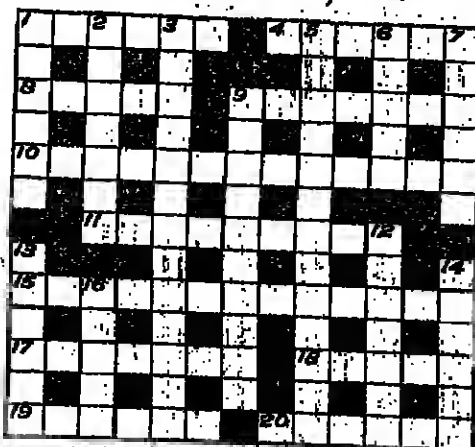
Some intriguing reports about "fascist indoctrination" on a London Institute of Education course have been circulating recently. A letter in *Mind* magazine, the journal of the National Association for Mental Health (N.A.M.H.), was one source. It was written by a man who was apparently at the one-day course, described in

## What I do on Monday - TES competition

Good prizes for children and schools are on offer in the TES primary competition. "What I do on Monday—and what I'd like to do." Children aged between five and 11 in primary and middle schools should write and tell us about some of the things they do at school. We want to know what they enjoy and what they dislike, what makes school useful and what is missing that could be improved.

The prizewinners will, of course, describe what children do, but they should also offer judgements and suggestions. Pictures are welcome, and we will pay £10 for any well written and illustrated story. But they will not be taken into account in deciding the winners.

## Crossword No 1,171



### Across

1. Portray a CID pat (6).
2. Soviet health resort (6).
3. The singer will tap it back syllable by syllable (5).
4. The wool me, however, did not (11).
5. The fleece (7).
6. One who reads your (10).
7. Essential for, forgo (16).
8. Remains of Underwood's (4, 5).
9. Rule of the apostrophe (13).
10. Ready for dismounting (7).
11. Pellet who obviously could have been a writer (15).
12. How top cricketers are matched (16).
13. Essential for, forgo (16).

### Down

1. He's always doing someone else's job (6).
2. Ready game at court (13, 5, 2, 6).
3. Service man's weapon (7, 6).
4. One of those things down by boat people (5).
5. Bloody, bold and resolute, in doubt (6).
6. Records, self-perpetrated distance (10).
7. Railway passenger perhaps, but undelivered in any case (17).
8. The significance of buying foreign (6).
9. Without a key (6).
10. One who reads your (10).
11. Pellet who obviously could have been a writer (15).
12. How top cricketers are matched (16).
13. Essential for, forgo (16).

## Chess

Temporament and the Opening. Choice of the opening should depend on the nature of the player and it is certainly of no use for him to adopt an opening that is not fitting to his temperament. If he is a cautious player, he should try something like the Queen's Gambit, or if he has Black, the Pseudo-Queen's Gambit. It would be worse than useless for him to adopt a close opening like a King's side opening. If, on the other hand, he is a prudent positional player, then a Queen's Gambit or a subtle Rari or English should be used.

For this reason most masters tend to specialise nowadays and play only one or, at most, two openings, or defences. Here again it would be folly for the aggressive player to choose a safe and cautious opening and as for subtlety, well, the lover of a straightforward type of game must refrain from the Rari or the Colman just as the sound but not particularly aggressive player should not try a King's Gambit.

One master at Hastings who

seemed to me to sh in this respect was the Yugoslav Vladimir Ralcevic. In the following game from the 1979-80 Hastings tournament his totally wrong and do flounders water while Ralcevic Black Seirawan Reti Opening.

White Ralcevic Black Seirawan Reti Opening. (1) This idea turns out to be and better was the central 12. P-K4. (2) Now he gets a taste of essential here was P-Q4. (3) Or 18. R-R2, P-B3; N-B1 and Black retains the pawn. (4) R-R1 at once was preferable. (5) Giving the King an R2 so that he need not fear on the back rank. (6) Threatening the deadly R-18. (7) So that White will be threatening mate by N-K7. (8) Since after 37. R-R2, 38. R-R1 Q-H8 ch; 39. R-R2, 40. R-R1 Q-H8 ch; 41. R-R2, 42. R-R1 Q-H8 ch; 43. R-R2, 44. R-R1 Q-H8 ch; 45. R-R2, 46. R-R1 Q-H8 ch; 47. R-R2, 48. R-R1 Q-H8 ch; 49. R-R2, 50. R-R1 Q-H8 ch; 51. R-R2, 52. R-R1 Q-H8 ch; 53. R-R2, 54. R-R1 Q-H8 ch; 55. R-R2, 56. R-R1 Q-H8 ch; 57. R-R2, 58. R-R1 Q-H8 ch; 59. R-R2, 60. R-R1 Q-H8 ch; 61. R-R2, 62. R-R1 Q-H8 ch; 63. R-R2, 64. R-R1 Q-H8 ch; 65. R-R2, 66. R-R1 Q-H8 ch; 67. R-R2, 68. R-R1 Q-H8 ch; 69. R-R2, 70. R-R1 Q-H8 ch; 71. R-R2, 72. R-R1 Q-H8 ch; 73. R-R2, 74. R-R1 Q-H8 ch; 75. R-R2, 76. R-R1 Q-H8 ch; 77. R-R2, 78. R-R1 Q-H8 ch; 79. R-R2, 80. R-R1 Q-H8 ch; 81. R-R2, 82. R-R1 Q-H8 ch; 83. R-R2, 84. R-R1 Q-H8 ch; 85. R-R2, 86. R-R1 Q-H8 ch; 87. R-R2, 88. R-R1 Q-H8 ch; 89. R-R2, 90. R-R1 Q-H8 ch; 91. R-R2, 92. R-R1 Q-H8 ch; 93. R-R2, 94. R-R1 Q-H8 ch; 95. R-R2, 96. R-R1 Q-H8 ch; 97. R-R2, 98. R-R1 Q-H8 ch; 99. R-R2, 100. R-R1 Q-H8 ch; 101. R-R2, 102. R-R1 Q-H8 ch; 103. R-R2, 104. R-R1 Q-H8 ch; 105. R-R2, 106. R-R1 Q-H8 ch; 107. R-R2, 108. R-R1 Q-H8 ch; 109. R-R2, 110. R-R1 Q-H8 ch; 111. R-R2, 112. R-R1 Q-H8 ch; 113. R-R2, 114. R-R1 Q-H8 ch; 115. R-R2, 116. R-R1 Q-H8 ch; 117. R-R2, 118. R-R1 Q-H8 ch; 119. R-R2, 120. R-R1 Q-H8 ch; 121. R-R2, 122. R-R1 Q-H8 ch; 123. R-R2, 124. R-R1 Q-H8 ch; 125. R-R2, 126. R-R1 Q-H8 ch; 127. R-R2, 128. R-R1 Q-H8 ch; 129. R-R2, 130. R-R1 Q-H8 ch; 131. R-R2, 132. R-R1 Q-H8 ch; 133. R-R2, 134. R-R1 Q-H8 ch; 135. R-R2, 136. R-R1 Q-H8 ch; 137. R-R2, 138. R-R1 Q-H8 ch; 139. R-R2, 140. R-R1 Q-H8 ch; 141. R-R2, 142. R-R1 Q-H8 ch; 143. R-R2, 144. R-R1 Q-H8 ch; 145. R-R2, 146. 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# Platform

Vernon Bogdanor argues that a new central body is necessary to restore direction to the non-university sector of higher education



## Putting the poly back in business

There can be few positions in government less satisfying than being the minister responsible for higher education. Lord Croomer-Hunt attempted a radical reshaping of attitudes to higher education, but his response was nothing more than a mocking echo. Mr. Onks, who regarded himself with the finance of the non-university higher education sector as an issue entirely divorced from future policy for that sector, Dr. Boyson, also, will find that the lack of ministerial leverage attached to his position prompts the question: "Can Britain have a policy for higher education at all?"

It is at first sight surprising that this question still poses itself. For it was not Anthony Crosland's purpose in designating the polytechnics in 1965 to ensure "that a substantial part of the higher educational system should be under social control, and directed to the needs of the social needs". Crosland proudly contrasted the "public" sector of higher education where these "social needs" would be paramount with the autonomous "sector" of the universities where public control was inappropriate.

In the light of recent Government policy towards the universities, however, one could be forgiven for believing that the consequences have been exactly the opposite of those laid down by Crosland. It is not the universities which have been subject to close financial control, while the complexity of the controls and procedures through which the polytechnics operate means that it is almost impossible to implement a coherent public policy for this sector. Such an arrangement may well have been tolerable during a period of educational expansion; it cannot survive a period of contraction.

In his 1965 Woolwich speech, Anthony Crosland proclaimed that there was "an ever increasing need and demand for vocational, professional and industrially based courses in higher education". This demand cannot be fully met by the universities. It must be fully met if we are to progress as a nation in the modern technological world. The polytechnics provide degrees for students "who are attracted by the more vocational tradition and who are more interested in applying knowledge to the solution of problems than in pursuing learning for its own sake".

Fourteen years later, however,

Mr. Crosland's aspirations "seem nowhere near fulfilment". Indeed, the polytechnics, far from concentrating on the more technologically based subjects, educate a smaller proportion of science and technology students than the universities. The polytechnics have been given a greater scope than the universities in experimenting with their course structure; and although this has led to some admirable innovations, it has also given rise to "modular" courses in which students can acquire degrees in any subjects taken in any order, and to courses in "communication studies", "leisure activities" and "politically loaded courses teaching little more than Peter Simpson applied protestology—all financed from the public purse.

Indeed, in his first major speech on higher education, Dr. Boyson argued that the procedure through which proposals for new courses are considered against existing provision and likely regional and national demand was "fine during a period of expansion, but it is no longer expanding and when such growth as does take place must be concentrated to meet perceived national needs".

The trouble is that the peculiar structure of the British education system allows governments to formulate, but not to implement, educational policy, especially in higher education. There are two reasons for this. The first is that the traditions of educational governance are deeply hostile to intervention designed to influence academic standards. Until the "Great Debate" was inaugurated by Mr. Callaghan in October 1976, the Department of Education and Science concentrated heavily upon numbers—demographic projections, and money-financial provision. In pursuing learning for its own sake, the

"TUC Studies" at Brunel College.

but the numbers of non-teaching staff and their conditions of service are the responsibility of local authorities.

What is needed is a rationalization of this ill-assorted patchwork of quangas and authorities. It is impossible to get a grip upon the public part of the higher education sector. In place of the CNA and the regional authorities, councils (there must be a national council of quangas), a national body must be set up whose function it would be to monitor and control the development of the non-university sector of higher education.

In accordance with national needs, such a body would not be modelled on the University Grants Committee, for it would be advisory, rather than autonomous. Its members would include not only representatives of the polytechnics and of local authorities, but also those industrialists and technicians whose concern it is to improve the quality of education in this sphere. The importance of such a body would be appropriately recognized if it was chaired by the minister himself.

It will be objected immediately that such a body would infringe academic autonomy. But such an objection is quite misconceived. The polytechnics were established precisely because they were in a way which the universities, in their very nature, could not be. The whole point of the binary system of higher education is that there are crucial educational differences between the universities and the polytechnics. The polytechnics have a unique contribution to make in the provision of professional and technical education, but they are not allowed to make it. The result is that we are producing inefficient graduates with the skills required to manage a modern economy.

Mr. Alex Smith, director of that "polytechnic" whose state of our economy is ruled in the lock of esteem given to this more practical form of education. Mr. Callaghan's "Great Debate" did touch upon the problem of academic standards in higher education. That is a pity, since the new Conservative Government will have to take some bold decisions in this area if it is to succeed.

Vernon Bogdanor is a Fellow of Brasenose College, Oxford, and a Conservative Party adviser.

## NEWS

### Birkbeck may close seven out of 24 departments

by Richard Garner

Drawn cuts—including the loss of seven departments and 240 places among academic staff—will be forced on Birkbeck College, University of London.

No decision has yet been taken over which of the 24 departments will have to close. It is inevitable that some will have to be closed, but the college is not yet aware of which ones.

The grim warning is given in a confidential memorandum to the Council of the University of London, which is expected to decide Birkbeck's grant allocation by March by Professor W. G. Overend, Master of Birkbeck College.

So far the college has been the three alternative predictions for the budget over the next four years, each of which would mean substantial cuts and the loss of 151,000.

The situation is made worse because the college believes it must cut foreign students, who pay the highest fees, to a minimum amount recommended in 1980/81.

Professor Overend's memorandum to the Council of the University of London says that the college's income will be reduced by 15 per cent.

But the college is not alone in this. It is a common theme that in such a situation the continuing existence of departments with a relatively low student ratio will have to be examined.

At the moment, the future of several small departments, could be at risk, with a further four departments exposed to changing requirements in staff.

If the middle road were to be adopted with the college's income reduced by 15 per cent, the college would have to make a complete freeze on its recruitment, and to a more limited degree—research in an acceptable level.

He adds: "As a result of the academic services can be kept at a level of 1980/81, but the college would have to make a complete freeze on its recruitment, and to a more limited degree—research in an acceptable level.

However, the college is not alone in this. It is a common theme that in such a situation the continuing existence of departments with a relatively low student ratio will have to be examined.

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## NEWS

### Oxford tied by nursery ruling

by Biddy Passmore

The Attorney General has ruled that Oxfordshire County Council, which would be in default of the 1944 Education Act and open to High Court action if it closed all its nurseries. This confirms the internal advice given to DES Ministers by their legal advisers in November.

The unusually terse ruling appears to be holding up announcements of the county's £77,500 plan for underfives in the county, which would replace traditional nursery schools and classes. Mr. Tim Brighouse, chief education officer, was widely expected to unveil his proposals at a series of meetings over the past week.

However, he did not. Moreover two meetings—with nursery nurses and playgroup representatives—were cancelled.

After a meeting with nursery heads, they put out a statement saying that Mr. Brighouse had told them about the Attorney General's ruling and mentioned the possibility that the law might be changed. "In these circumstances," they said, "Mr. Brighouse felt unable to reveal his proposals for full provision in Oxfordshire."

Some observers have suggested that the delay is because the authority has had to rethink its plans in order to keep them within the law as it now stands.

But Mr. Brighouse denies that this is the reason for the delay, and says that he is unable to reveal his plans for the simple reason that he has not completed them. However, he admits that the Attorney General's ruling had "put the cat

among the pigeons."

It was impossible to comply with the law as it stood, he said, since providing full nursery education for all who required it would be enormously expensive. He was therefore going to "plough ahead regardless" with new ideas on the assumption that the law would be changed.

It is most unlikely that the Government will amend its current Education Bill to change the law on nursery education, and local authorities will continue to have a duty to provide nursery education.

Ministers are known to be very anxious to get the Bill on to the statute book before the start of the financial year in April. They are therefore resisting pressure to add substantial amendments which would be time-consuming to debate.

### First national maths survey to be published

by Bob Doe

The first results of the Government's national testing programme are due to be published next week. The Assessment of Performance Unit's report on the maths standards of 13,000 11-year-olds is expected to say that most pupils have grasped simple skills and concepts, but they cannot apply them.

A second APU maths report on 14,000 15-year-olds is due to be published later this year. This is thought to show that in some respects the situation at the end of secondary schooling is little better.

The primary report says: "While most 11-year-olds can do modern maths involving the more fundamental concepts and skills to which they have been introduced, and can cope

with simple applications of them, there is a fairly sharp decline in performance as their understanding of the concepts is probed more deeply and their basic knowledge has to be applied to more complex settings."

Performance varied according to the difficulty of questions and the way they were presented. About 90 per cent could perform straightforward additions and subtractions of figures presented in vertical columns. When "carrying" numbers was required, success rates for additions dropped to about 80 per cent, and when presented in horizontal form, the average was only 65 per cent.

Addition with decimals was done almost as well in vertical format,

but performance fell off again when the figures were presented horizontally.

Almost half the 11-year-olds could subtract decimals when the number of decimal places was the same for both numbers but when it was not only a quarter answered correctly.

In division, 70 per cent of 11-year-olds got the right answer for 84 divided by 4 but only 40 per cent got the right answer for the same problem presented in ratio form. Only half could divide 816 by 8.

15-year-olds now doing the APU are believed to show that after four years of secondary schooling children are better at some arithmetical skills. But in other areas, notably fractions and algebra, there seems to be little or no improvement.

## Personal column

John Rae

### Independent prospects

Two weeks ago I looked at developments in the independent sector in the 1970s and concluded that at the end of the decade the schools were probably in a stronger position than at any time since the war. This week I want to look at the prospects for independent schools in the 1980s.

On the face of it the prospects are good. The 1970s showed that the nation's economic problems are not necessarily damaging for independent schools. If the schools can keep their staff-pupil ratios and maintain the quality of education they offer, at a time when the rest of the education service is having to make cuts, then more parents may be encouraged to join the fee-paying band.

The lesson of the 1970s was that the social groups who send their children to independent schools have been able to find the money to do so despite inflation. The theory put forward so often over the years, that the independent schools will wither away by pricing themselves out of the market, has never looked less convincing.

The ability and willingness of parents to pay suggests that the 1980s will not bring serious problems of recruitment. The falling birth rate has not affected independent schools as it has the like the same degree as to anything maintained, giving credibility to the suggestion that the drop in the birth rate was much less pronounced in the professional and managerial classes than in the bulk of independent school parents.

The political outlook also appears to be set fair. Though the Tory attitude to independent schools, there is no chance of the party taking life more difficult. Meanwhile the cuts on higher salaries make it easier for parents to pay fees. The Tories also help to create a sense of confidence in the schools' future that helps recruiting. As for the Labour Party, it has not yet found a way of hitting the independent schools; its opposition to their schools is frankly unconvincing.

This favourable outlook is reinforced by the increasing sense of unity within the independent sector. In the 1980s it is even possible that

the boys' schools will agree to some sort of marriage with the girls' schools, a prospect that was unthinkable ten years ago.

It would not be surprising if the heads of independent schools were tempted to feel complacent. I doubt whether many are giving in to that temptation. Despite the popular image of aloof unworldliness, they are realistic men and women who know only too well how uncertain the future is. But with the immediate threat of political attack removed, many heads will want to turn their minds to a more profound uncertainty about the future. What is the role of independent schools?

It is a subject on which none of the political parties has anything constructive to say, which is hardly surprising because no politician has been able to articulate a clear vision of the sort of society we are aiming to build. Nor have the independent schools themselves given the matter much thought; they have been forced to concentrate on the more urgent need to respond to economic and political challenges.

But perhaps now is the time, when the immediate prospects are fair, for the heads of independent schools to ask themselves certain fundamental questions. What sort of society do they want Britain to become? In that society, is there a role for independent schools and if so, what? I other words, where are you and your school going, not in the next ten years but as a long term goal?

Some heads will dismiss such questions as irrelevant. They are too busy to bother about the future. But many others will share my conviction that the independent schools should have a sense of direction not just a talent for survival. They will need it.

The arguments against independent schools will gather—not lose—momentum over the coming decade. The hostility may become particularly acute in the maintained sector. If the independent schools enjoy financial freedom when the maintained schools suffer cuts, if the independent schools take most of the best teachers, if the independent schools are able to offer a better education than the maintained schools, then the hostility will be justified. But if the independent schools are to survive, they must be able to offer a better education than the maintained schools.

But that is not all. If Britain's economic performance continues to decline, the inclination to blame this on class divisions will increase. It will be argued that a divided society will never recover and that the freedom enjoyed by independent schools should be removed in the national interest. The independent schools should be able to offer a better education than the maintained schools. If they think these arguments are heard only on the Left, As Angus Maude once pointed out: "Tory social reformers, imbued with the Disraelian ideal of an unfragmented society" are inevitably worried about the divisive effect of independent schools.

There are many people of all political persuasions who are deeply concerned about the persistence of two nations in Britain. What do the heads of independent schools really think about this issue? If they answer that they have always wanted to open their schools to a wider social mix, their critics will scream. "Do the heads know why that answer provokes such rage? If they do not, Richard Hoggart's accusation that they have been wrapped in 'a cultural cocoon' all their lives will be justified."

At the heart of a new decade the sun shines for independent schools. They can use the fair weather to strengthen their position and ignore the long-term future. Or they can grasp this opportunity, when they are not under immediate threat, to ask themselves some fundamental questions about their schools' relations with the rest of society. I hope they will make the right choice.

### Private school 'illegal spending' hearing

by Stephen Cohen

A public hearing into allegations of illegal spending on private schools starts today in Maidstone, Kent.

The county District Auditor is hearing objections to £112,000 spent by Kent county council on fees for two independent schools. Dr Michael Spencer, a research scientist at King's College, London, who lives in Sevenoaks, has claimed that Kent contravened the 1976 Education Act which forbade the purchase of places in private schools. Although that section of the Act

is no longer in force—it was repealed in 1979—Dr Spencer believes that Kent purchased 82 new places at Sevenoaks School and Walthamstow Hall in 1978: 59 free places were also awarded, he says.

Dr Spencer said he was exercising his right as a local elector to raise objections. He had long been critical of Kent's educational policies.

If the auditor decides that Dr Spencer is correct, the case can be sent to the High Court.

### Eton's new head wants doors opened wider

The new headmaster of Eton College is Mr Eric Anderson, a Scotsman, who is to present the head of Shrewsbury School.

His origins—or rather his membership of the Church of Scotland—have raised a small legal problem for the Provost and Fellows (the governing body) of the school. Before his appointment is finalised they have to seek from the Queen an amendment to the Eton College Statute which specifies that the headmaster shall be a member of the Church of England.

Mr Anderson, aged 43, will succeed Mr Michael McCrum, who has been master since 1970, who becomes master of Corpus Christi College, Cambridge in October. He is a leading authority on Sir Walter Scott and while he was assistant master



Eric Anderson

at Gordonstoun produced Macbeth with Prince Charles in the principal role. His son David, aged 18, was an Eton Klug's scholar and is now a scholar at New College, Oxford. Eric Anderson said he would like to see Eton open its doors wider to the future. At Shrewsbury he pioneered a scholars' scheme for students from comprehensive schools aiming for university.

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## NEWS

## Union to leave caning a matter for conscience after poll rejects ban

by Richard Garner

The executive of the National Union of Teachers is to continue in leave the question of discipline in schools to the judgment of teachers after only 10 per cent of the branches who returned its questionnaire on corporal punishment called for its abolition.

The indications are that the National Association of Head Teachers, which also mounted a survey and received replies from 5,000 schools, will also vote in favour of retaining corporal punishment when its results are published in about two months' time.

Only a third of the NUT's divisions and associations replied to the questionnaire sent last year, after the Inner London Education Authority voted to ban the cane.

Of the 246 associations that did reply, the overwhelming majority—80 per cent—voted for the status quo. Half of those that replied supported the use of the cane for some children, while only 10 per cent wanted its complete abolition.

However, a majority of the 136 associations—opposed the use of corporal punishment on handicapped children. More associations favoured its use for punishing boys than girls (106:33). More believed it should be used on pupils aged between 11 and 16 than those between 16 and 19 (102:66). Only 26 associations supported its use in special schools, 36 in nursery schools (where nine specified it should be restricted to slap or the tap) and 56 in infants' schools.

Support for a complete ban on corporal punishment tended to come from inner city rather than from rural areas, with Manchester and nine of the eleven inner London areas wanting complete abolition.

The NUT believes the question of corporal punishment is tied up with

resources: teachers have to resort to the use of such a deterrent because there are not enough alternative facilities—such as special schools—available.

The findings of the survey have been criticized by STOPP, the Society of Teachers Opposed to Physical Punishment, who claim the questionnaire was biased in favour of securing an anti-abolition vote. They believe that, since the question of corporal punishment was linked with resources—it was bound to attract a vote in favour of the status quo as teachers receive that resources could not be improved in the present economic climate.

They also claim that the returns from three associations—Bradford, Birmingham and Hounslow—should be declared null and void because the questionnaire was either altered in favour of an anti-abolition vote or ignored.

However, leaders of both Bradford and Hounslow NUT associations argue that the only changes they made were merely to improve upon a long and wordy questionnaire. In Birmingham, where STOPP claims the questionnaire was ignored, Mr Tony Miller, the association's press officer, said the changes were made in response to the claim of a representative of the society had addressed a meeting and copies of the questionnaire had been sent to all schools.

The NAHT survey is expected to endorse the view that corporal punishment should be left to the discretion of the head in consultation with his staff. However, heads oppose the making of blanket decisions on such issues by local education authorities.

The results of the survey are at present being analysed by a computer and are expected to be made known in about eight weeks.

## Corporal punishment is not dying out, report says

Claims that corporal punishment is dying out in schools are a myth, the Society of Teachers Opposed to Physical Punishment says in a report published this week.

Some teachers, says the report, still believe corporal punishment is justified in cases of bullying, lying, disobedience, disruptive behaviour and poor work. The society was told of at least one case of indiscriminate and religious punishment every week during the past year.

These include three court cases where: (1) a teacher was fined for assaulting a boy whose hair came away from the scalp as he shook him from side to side; (2) a headmaster who beat children with a collection of implements, including a riding crop and a cane, inflicting wounds described as "repelling" by a doctor; (3) another teacher fined £40 after caning two boys—

one of whom had 13 welts on his back, some as long as 12 inches, after the beating.

Other cases included a headmistress who having the top buttons of their blouses undone, a headmistress who caused a seven-year-old epileptic child and a boy in Nottinghamshire who committed suicide after being told he would have to see his headmaster and feared he would be caned.

However, the report applauds four local education authorities—the Inner London Education Authority, Haringey, Brent and Waltham Forest—which have voted during the past year to abolish corporal punishment.

It says: "They have given a lead to the nation, which should be followed by the remaining local education authorities."

## Poly courses to be pruned

by Biddy Passmore

The Government is expected to read out a draft order in the next few days advising local authorities and Regional Advisory Councils how to cut out waste in public sector higher education.

Under the new regime, many courses with only a few students will shut down and many staff could lose their jobs. And although this has not been explicitly stated, new polytechnic courses in areas of low priority such as the liberal arts are unlikely to find favour.

The circular will not recommend a radical new procedure for approving courses, as has been recently assumed, but it will ask LEAs and Regional Advisory Councils to tighten up existing procedures and warn them that the Secretary of State—whose final power of course approval is usually exercised through the Regional Staff Inspectors—will be less flexible in future.

This will mean that the need for new and existing courses will be strictly reviewed. The regulations

say courses should be approved every year, but in practice this does not happen.

CLEA representatives were told of the changes 10 days ago at a hastily convened meeting with Dr Rhodes Hoatson, Under Secretary of State.

The present approval procedure falls into two parts. Academic approval is a matter between the institution and the validating body, usually the Council for National Academic Awards. Resource approval is rather more complicated, with the institution having to submit its course proposal to the validating body, which forwards it to the Regional Advisory Council. The RAC then makes a recommendation to the Secretary of State and in practice the Regional Staff Inspectors have the final word.

The two strands are separate in theory, but an institution will normally consult the CNAA informally before referring plans to the validating authority for resource approval. The CNAA can and does

put pressure on the LEA, to say the least.

Many observers believe that the real aim of the DES is to prune the course approval process into a national body, which would advise on the allocation of resources in public sector higher education. The idea was first mooted in the 1960s, but it became a victim of Mrs Thatcher's aversion to quangos. Now, however, education ministers are said to be coming round to the idea, even as a means of controlling expenditure and rationalizing provision.

Meanwhile, CLEA will probably push ahead with plans for its national body to advise on the allocation of resources. At a meeting Thursday, members agreed to set up an advisory body, involving LEAs, to apply national criteria for the distribution of resources.

CLEA is writing in the Secretary of State to inform him of its plan which will probably press ahead in its own if he is not encouraging



The South Korean choir, Myung-wha Chung, in rehearsal last week with the UCL London School of Music Orchestra for a concert in the Festival Hall. The performance was conducted by her brother, Myung-wha Chung.

## London takes lion's share of spending

by Lucy Hodges

Spending on secondary school pupils in London is as much as £551 for each student in Havering as little as £343 in Dudley, according to a survey published this week.

London pupils do particularly well, says the research which appears in this month's issue of *CES Review*, but this is because they live in such unfavourable socio-economic conditions. The authors, Christine Howick and Hubert Hassan, found high education spending in London associated with "inner city stress"—immigrants, population density, one-parent families and over-crowding.

Outside London, however, this was not the case. The shire counties, for example, seemed to spend less on the less favoured.

The survey found that education spending in London was associated

with the political complexion of the authority. The league table shows Conservative boroughs at the bottom, Labour at the top and some overlap in the middle. Two exceptions were Labour Labourborough with law spending and Conservative Harrow with the highest spending per pupil in the country.

In all L.E.A.s staff costs consume the lion's share of education budgets but outside London and the Inner London Education Authority spend far more than average on non-teaching staff. The ILEA spends more than two-and-a-half times the national average on teaching staff and over London ones.

With the exception of three boroughs, London authorities were in the top 25 per cent of L.E.A.s spending. By contrast metropolitan

districts clustered at the bottom end of the league table, most because of the consistently low per capita of Greater Manchester and the West Midlands. Communities were concentrated in the middle.

The figures, which are based on statistics from the Central Institute for Public Finance and Accountancy, show there is a tendency for authorities which spend a lot on primary education to spend heavily on secondary as well. This does not apply to London, where primary spending is high but secondary spending is low.

The national average, because of very high transport costs at primary level.

*CES Review*, Centre for Educational Studies, 62 Chancery Lane, London WC2.

## NEWS

Shortage subjects a key issue as nationwide recruitment campaign builds up pressure

## Pay supplement urged to end shortages if recruitment flops

by Bert Lodge

Paying extra money to attract teachers to shortage subjects will have to be considered if the current recruiting campaign fails, a senior civil servant said on Tuesday.

Mr Roy Walker, head of the teachers branch at the DES, also questioned the wisdom of a single pay structure for all teachers, expressed a preference for regular retesting of teachers and reiterated Government confidence that there would be an adequate supply of teachers in the future, provided that some time in the future the closure of more institutions was a possibility.

Speaking at a conference of senior teachers organized by the teachers' union, NATFHE, at the NUT's national conference centre near Grantham, Mr Walker said the country seemed set to overproduce teachers generally, but to underproduce in the particular. If the civil service or the Army or IBM found themselves falling short of recruits, they would get out and get them. There would be an effective advertising campaign and jobs would be guaranteed.

"The manager of IBM would say 'Pay them more' but our system cannot do that. Nevertheless unions, local authorities and the DES are going to have to think very hard about this if we cannot get the situation of shortage subjects right."

There were precedents for differential payments, he pointed out. Medical doctors were paid more to go to see with the Royal Navy. The national engineering schools ship scheme offered £500 a year tax free to top students prepared to choose engineering. "We are surplus to teachers who are surplus to higher education and help to the research councils to help meet the shortage," he said.

He questioned the convention of paying all teachers within a single pay scale. "Are we entirely happy with a totally undifferentiated qualified teacher scale?" he asked. "We must be about it."

The only country in the world where a primary teacher is regarded as better than a secondary teacher is in the same trade as a second teacher.



## Newspaper campaign brings 1,600 inquiries

More than 1,600 inquiries were received at the Department of Education and Science on the first 10 days of the Government's campaign launched on January 6 to attract teachers to the shortage subjects.

The 19 insertions in national newspapers, spread over a month and costing £50,000 are aimed at three potential areas of recruitment: teachers already in post, teachers newly-qualified but unable to find a job and others with professional qualifications relevant to maths, the physical sciences, business studies and craft, design and technology.

Teachers accepted for the scheme, started three years ago, spend a year retraining to teach one of these subjects. Others, who are expected to have a degree in maths or science, or an HNC or HND in technical subjects or, in the case of business studies, need relevant experience, take a one-year course in their subject and then a year in their teaching profession.

All applicants except the newly-qualified must be at least 28-years-old and must not have taken a full-time course of higher or further education in the last five years.

A tax-free maintenance allowance, variable according to circumstances, but not less than £55 a week, is paid to successful non-teacher applicants. Additional allowances are claimable for dependants, lodging or travel, and some equipment.

Serving teachers may be seconded by their employing authority. Special grants made available from the Manpower Services Commission to local education authorities, who recruit teachers, are currently worth £5,300 a year.

A year ago teaching vacancies reported by local authorities were: mathematics, 463; physical sciences, 431; craft, design and technology, 294. To replace these teachers taking shortage subjects but without a qualification in them would need nearly 2,000 physical science teachers, 4,300 maths teachers and 2,200 craft teachers.

A booklet, *Training and retraining to teach* is available from the Information Division, DES, Edinburgh House, York Road, London, S.E.1.

## Home-teaching campaigners found guilty

by Richard Garner

A couple who moved to a smallholding in rural Wiltshire to "get away from it all" were last week convicted of failing to send three of their children to school.

But Great Wilbury magistrates gave Geoffrey and Iris Harrison an absolute discharge for failing to comply with Hereford and Worcester County Council attendance orders on their children, Andrie, 15, Grant, 14, and Newall, 10.

Mr and Mrs Harrison, of Burntlands, Redford, claim they are leading a national campaign to establish the right of parents to teach their children in their own way—without interference from the authorities.

Summing up for the L.E.A., Mr Colman Tress said the county council considered that the Harrison's "education system" was having no education at all in the recognised sense of the word.

Mr Ivan Geffen, defending, said the couple's deeply-felt principles and conscientiousness were beyond question. Their teaching method—accepted in progressive circles—was the children were encouraged to learn for themselves, by experience.

It was designed to make them self-reliant, confident, capable and able to think for themselves, he said. Mrs Harrison said she would appeal against the conviction.

## Education 'as important as law and order'

by Richard Garner

The Government must give education as high a priority as it gives law and order, Mr William Petty, the new President of the Society of Education Officers said yesterday.

Mr Petty, County Education Officer for Kent, giving the presidential address at the Society's annual meeting, said: "We do need... some statement by Government of the basic importance of education to the country."

"I do not think that there is any one in this hall who will dispute the importance of law and order. But there would be many who would say that education shares the importance of law and order and who are uneasy about the highly preferred treatment that has been given to those directly involved in services connected with law and order compared with those involved in the education service."

Mr Petty went on to warn that local government could lose control of education under the new Local Government Bill.

"The fact is that this bill, in my view, presents a potentially major triumph for central control—and not a central control designed to help services but one which could remove what has not been simply a strength, but to a large degree the raison d'être of local government," he continued.

## Russian staff demoralized by plan to close departments

A plan to close up to 19 university departments will further demoralize school Russian teachers, says Mr. James Muckle, chairman of the Association of Teachers of Russian.

The Government body that controls university spending, the University Grants Committee, suggests six universities should transfer their Russian departments to other universities and Russian should be phased out in 13 others to concentrate teaching and research. The report says there are too many departments for the number of students and to meet the demand for Russian graduates.

Mr. Muckle said the ATR were very concerned about the position in schools that had led to the shortage of Russian students. Many teachers were fighting a losing battle to keep Russian options in

the curriculum. He said, "The UGC report will have a bad psychological effect on schools even though there will still be plenty of undergraduate places for Russian. Russian graduates are every bit as well set up for getting jobs as any other."

Quite apart from the threat to minority subjects in schools like Russian posed by falling rolls, heads are often reluctant to allow Russian onto the timetable because of the difficulty of replacing Russian teachers who leave.

This leads to the paradoxical position of there being both an apparent shortage of Russian teachers and unemployment among Russian teachers. The ATR would like to see this distribution problem and Mr. Muckle said anyone in difficulties should contact him at Nottingham University where he trains language teachers.

## Retraining scheme to be tested

Teachers facing the threat of redundancy through falling rolls could save their jobs under a novel plan being jointly pioneered by a university and a local education authority.

Under the scheme, planned by Croyned L.E.A. and the University of Sussex, teachers who become surplus to requirements would be kept on the payroll—and retrained in shortage subjects such as mathematics and science.

The main problem is that teachers who become surplus to requirements may not be suitable, or may not want to specialize in such subjects as mathematics and science. As yet Croyned has no idea how many would want to take one day a week over a two-year

period retraining at Sussex University. Croyned estimates it needs about 800 supply teachers at a time.

Croydon officials have written to neighbouring education authorities—Brookley, Merton, Sutton and the Inner London Education Authority—to see if they would like to support the scheme.

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## School to work

Many of the unemployed young do not register and do not claim dole, new evidence shows

### Out of work but not on the dole

Evidence has emerged from a London radio counselling service that a large group of youngsters in suggest that a large group of youngsters forego dole payments by not registering as unemployed.

Youth organizations and other voluntary agencies have insisted for a long time that Government help does not reach some of the most disadvantaged because they stay away—through ignorance or distrust—from official bodies. Because these young people are also unlikely to be in touch with voluntary groups such opinions have been impossible to verify.

Now the Manpower Services Commission's research department is analysing the results of a survey of youngsters taking part in Capital Radio's Jobmate counselling scheme. About half of the 300

young people in the survey said that they were not in regular contact with Jobmates or with the careers service, and slightly more than half said they were not drawing benefits.

However, MSC researchers and Mr Ian Taylor, the National Extension College co-ordinator who is running the scheme for Capital Radio, say that the survey findings must be treated with caution. The area of Greater London covered by Jobmate is not necessarily typical of the whole country, and the young people in the survey may not be representative.

About half of those taking part in the Jobmate scheme are West Indians, and further analysis will show how many of them do not register for the dole.

Mr Taylor says that similar situations may exist in other big cities, as the youth organizations claim. But a London region MSC marketing executive says that surveys in the same area suggest that the proportion of unemployed youngsters is under one in five. He admits that the other surveys could be unrepresentative, since it is impossible to secure a balanced sample of youngsters. "We are not particu-

larly concerned to establish the figure, since what really matters is to get help to them, not to count them", he said.

The Jobmate survey could have underestimated the numbers of unemployed youngsters, since they are less inclined to draw attention to themselves, and therefore less likely to have been among the one-third of Jobmate participants who answered the questionnaire.

The Jobmate scheme, which opened last October, uses volunteer counsellors to follow up publicity on Capital Radio. Kids with basic information and advice on job seeking are also distributed free.

"The 200 counsellors—Jobmates—come from adults who have responded to the station's appeal for volunteers. Mr Taylor says that they are highly enthusiastic, and get along well with the young people. One concern had been how young West Indians and Asians might regard white Jobmates. Just over half of the referrals have been West Indian but there has been no evidence of racial tension, although there are a couple of Rastafarians among the 200 Jobmates the overwhelming majority are white and middle-class.

"The scheme shows that there are resources within the community which are still largely untapped. Local knowledge and local contacts are what many unemployed kids lack. They may be street-wise but they don't understand how formal systems operate and that's how the Jobmates can help out", says Ian Taylor.

The initial hurdle of making contact with the scheme and requesting help may be greater than expected. The National Extension College had expected about 8,500 young people to be attracted by the Capital campaign, but only a third of that number came forward.

On the other hand, the proportion who asked for Jobmates as well as Jobhunter kits was much higher than anticipated. "We hit our target of 850 almost exactly and this has been most encouraging—but whether this reflects on the high motivation necessary simply to phone up or on the slanting of the broadcast is unclear."

Another intriguing feature is the large number of school pupils who sought the help of the service. During one week of the campaign nearly a third of the requests were from

young people still in full-time education, even though the public was clearly aimed at those who had left school. Whether this reflects premature expectation of themselves or a keen desire to avoid it is debatable.

Although in the 18-year-olds as little as an academic qualification made up almost two-thirds of the applicants, there were indications that older and better qualified people would be better qualified to take the service.

Three referrals made in a jobmate living in Richmond were students higher education; one of these helped through a housing scheme and a grant application. It was consistent with the general preference for the highest single skill, but the high proportion of students in the confusing maze of official forms.

Ian Taylor now proposes that the MSC grant—should be put on more permanent footing and hopes that finance will be made available for at least the next two years. He has asked that the full-time staff of five should be increased to eight and that the number of Jobmates be doubled to 400.

Edward Ford



A place in the sun, but not in the idle queue.

### Poor attenders better at finding jobs

Pupils from schools with low standards seem to have at least as good a chance of getting and keeping a job as those from schools with high standards, suggests a report being prepared for the Department of Education and Science.

The report represents the preliminary findings of a new study by the Fifteen thousand Hours team, the London University Institute of Psychology researchers whose report last year on the effect of schools on their pupils has been widely hailed as a major contribution to education. The team, who succeeded in linking high exam performance, good behaviour, and regular attendance with specific differences in the way schools are run, have been after they leave.

Attempts have been made to find out what happens to 100 pupils from each of the London schools in the original study when they went on to the labour market or into continued education. The group originally surveyed in a primary school study which led to the Fifteen thousand Hours research covers those who left three years ago at 16 and those who stayed on into the sixth. Despite the help of the Inner London careers service, which the unskilled had found jobs, the school could not trace all the youngsters.

But among those they had tracked down nearly all had found jobs without much apparent difficulty, regardless of the school they had attended. The researchers say that,

on preliminary analysis of the findings, there is no discernible relationship between the performance of the schools and the speed with which their pupils found jobs or stayed in employment.

There is, if anything, a negative link between the pupils' attendance record and the ability to find a job quickly—poor attenders seemed to do slightly better.

There is, however, the predictable indirect connection between "good" schools and the level of job obtained, since they produced better examination results.

Despite the wide variations in behaviour and the delinquency rates between schools, only a handful of pupils—eight or nine out of the whole sample—ended up in the lowest category of jobs.

Mrs Grace Gray, who headed the research, said this week that the results appeared, on the face of it, to call into question the assumption that the less qualified had the greatest difficulty in finding jobs.

The 16 year old leavers in the study had come into the labour market in 1976, when youth unemployment was at a record height.

She warned that the case with which the unskilled had found jobs might be peculiar to the south east of England, and not applicable to parts of the country where there was a serious shortage of work.

The fact that the poorer attenders in particular had either gone straight into a job or found one very

### Equal rights for girls after row

by Richard Garner

A Yorkshire school is giving boys and girls equal choice in the study of all craft subjects following a complaint by parents and the intervention of the Equal Opportunities Commission.

The parents of a 12-year-old girl, Harrington Middle School, Knaresborough, protested to the Equal Opportunities Commission when their daughter was forced to drop metalwork and woodwork at the start of her second year at the school.

Boys were offered metalwork and woodwork to study during their second and third years at the school while girls had no option except to take domestic science. During the first year all three crafts were studied.

Now the school is to offer all three options to both sexes from next September and has already contacted parents of the 500 pupils who would otherwise have been restricted in choice to ask them if they would like their child to take advantage of the offer.

### Science graduates quit industry for teaching

by Philip Venning

Schools gained from the large numbers of science graduates leaving industry and going into teaching in the 1970s, according to new figures from the Department of Employment.

A survey of students who graduated in 1970 showed that 42 per cent of women university graduates and 35 per cent of men who had taken jobs as schoolteachers in 1970 had left them by 1977. Half the women and a quarter of the men took teaching jobs.

Graduates who originally went into teaching usually stayed in it; only health workers had a lower proportion of graduates moving to other occupations. Many of those who left teaching went into social science and other professional jobs.

The survey, carried out by the DES Unit of Manpower Studies and reported in the latest issue of Employment Gazette, compares the results with those found by Professor R. K. Kealey of Sheffield University in 1966. This showed a big drop in the proportion of graduates going into teaching and a corresponding increase in the popularity of public administration as a career.

### Stop passing the buck, union leader tells authorities

A teacher's union leader has called for the education service to become nationally run to stop the "buck-passing" between government and local authorities.

Mr Mike Brighouse, president-elect of the National Association of Head Teachers, complained that the education service struggled from "crisis to crisis" serving two masters. Local and central government demanded more and more from the schools, he said, but neither was prepared to accept total responsibility for its action or inaction.

Mr Brighouse, head of Great Heath County Primary School, Mildenhall, Suffolk, severely criticized the effect of government-inspired cuts on the education service and the way they were carried out locally.

He claimed the present system of financing education led to gross inequality of provision from one authority to another. It precluded a truly national service, he said in an article expressing his personal view, and not that of the NAHT, in the magazine Junior Education.

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It was no longer true that Britain had a national education service locally administered, said Mr Brighouse. "We now have a fragmented service with differing levels of provision which range from good to downright unsatisfactory".

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## NEWS

Bert Lodge visits a course fit for Finniston

## Where tomorrow's top engineers start life with a can opener

"Here's a can opener", they said to the boy with three A levels, all A grades, newly-arrived last October to start his four years of studying "Go away and find out what it's made of, why it's that shape, who makes it, who buys it, who markets it and how."

The girl from the comprehensive with the same clutch of As was given a bell-bearing tester. And the lad with no As or only a B was asked to make a nut and bolt. The machine, which makes it, who buys it, who markets it and how."

The challenge was a little less daunting than it sounds. At least they knew where to begin. Each product came from the company that had already agreed to sponsor the student before the course began: can opener, Metal Box Company; ball-bearing tester, Rolls Royce Aero; sack-stitcher, Reed International. Waiting in the wings, Thorn, Turbo Investments, Weyland Helicopters and more than two dozen others.

So far, pure Finniston. For Sir Monty's report published earlier this month after a two-year inquiry, said: "The education of engineers is unduly scientific and theoretical... most current first degree courses are not well matched in the requirements of industry. This results in students having little skill and experience in engineering tasks as they occur in practice... responsibility for the formation of young engineers should, from the outset,

be shared between teaching establishments and employers."

It did not need Sir Monty to point all this out. And to right the balance of these excessively theoretical courses, sandwich courses were introduced many years ago at some institutions. But the prestige of the engineer remained irritatingly low in this country compared with other industrial nations. The best brains were not attracted to a "BSc(Eng)". Serious implications for a country which lives by what it manufactures and sells.

So two years ago two initiatives were taken. Seven universities, later joined by two polytechnics, were invited to put on "enriched" engineering courses, lasting four years, closely working with industry and including learning about economics and management and leading to some institutions to a MEng degree.

And the National Engineering Scholarship scheme was introduced. Simply, this is a £500 a year tax-free bursary awarded to selected students, not by any means all, with choice engineering. About 60 qualified the first year; this year more than 100 were awarded.

Brunei is running one of the enriched courses with nine of this year's 26 students on national engineering scholarships, the highest percentage any enriched course has attracted. After he had read the Finniston report Professor Ray Wild, head of SEP, could ask what it recommended that Brunei was not already doing.

The degree of co-operation with industry is particularly advanced in his programme. "We have selected those companies... then they have selected us. Do they see the education of an engineer the way

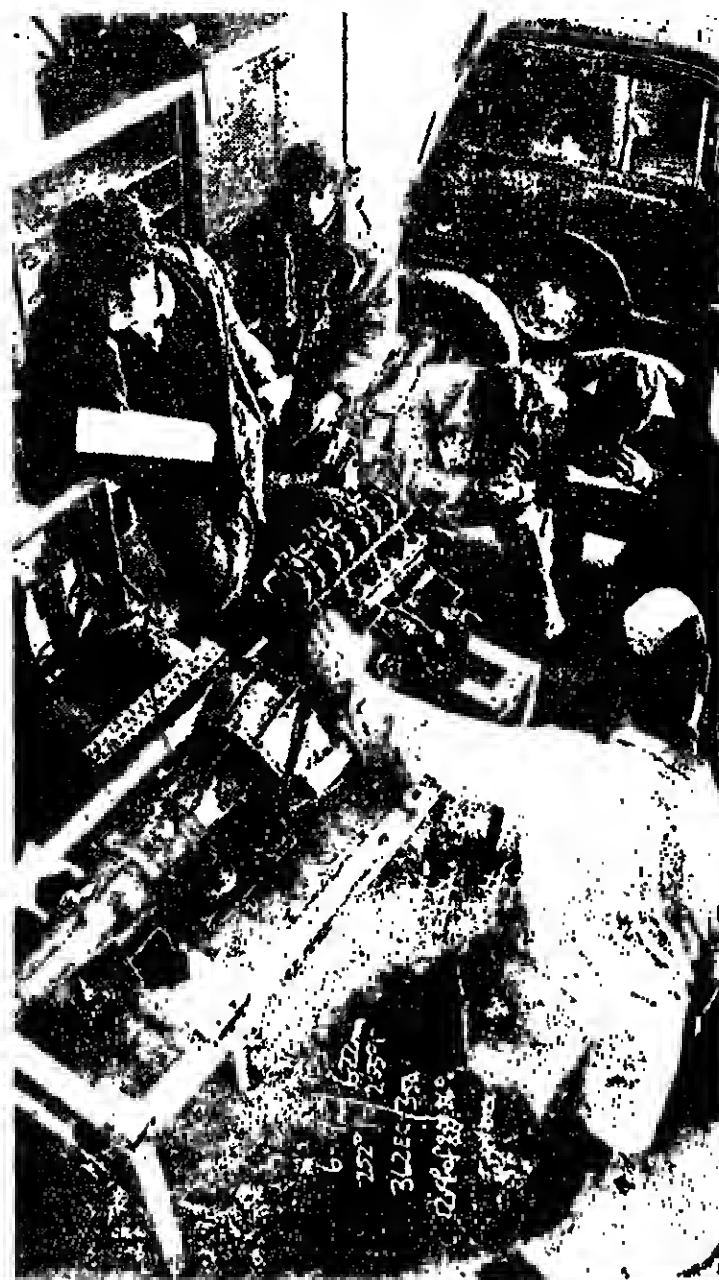
we do? Are we doing things right in their eyes?"

Yet for all the degrees of closeness (six months in industry, six at Brunel), the student is under no contractual obligation to join the firm after graduating; nor the company to engage him. "But the company would not sponsor him if they did not want him", Professor Wild says.

He is also proud of the breadth of SEP. Mechanical, electrical and production engineering are all covered and in hundreds level. Only in the fourth year is the student wholly on the campus of Uxbridge. Brunei's programme seems to be the favourite for girls. Of this year's 200 applications 20 per cent were from girls compared with a national average of 3 per cent. Professor Wild thinks one explanation may be that girls are attracted to the broad stretch of the course. "They know what they want to do in career terms. But boys tend to enter because they have a hobby interest in the subject. That's less likely in girls."

He rejects as a myth the belief circulating in schools that it is harder for girls to find a company to sponsor them. "On the other hand in some industries they may find it difficult. In heavy industry, for instance, or where there are difficulties on the shop floor."

Wild is not so euphoric as the Finniston committee about the curriculum. Companies can make to find this top layer of engineers. "There simply aren't enough companies to accommodate the figure he is talking about. The annual intake of students into engineering is about 10,000. Finniston wants a quarter of them to be sponsored with close contact. That's many more than the current figure."



## Shortage—subject applicants down

Only 11 chemistry and 10 physics specialists have so far applied to start a BSc course in October. The number offering another "shortage subject", mathematics, is 178 while French has attracted 131 candidates and German only five.

Altogether applications are 28 per cent lower than at this time last year—perhaps result of the

Introduction of the new two A level and O levels in English and maths requirements.

The numbers of shortage subject specialists applying for postgraduate certificate courses follow a similar pattern. For maths the figure is down from last year's 491 to 433; chemistry from 222 to 214 and physics up from 163 to 167.

## NAS move to expel 500 non-strikers

A leading Conservative politician has been expelled from a teachers' union for refusing to take part in industrial action.

Mr Nicholas Bennett, Tory opposition leader of the London Borough of Lewisham and a member of the Inner London Education Authority, has been ejected from the National Association of Schoolmasters-Union of Women Teachers for not taking part in the union's five-hour day dispute last year.

More than 200 other members have also been expelled and hearings are continuing against others. The action was part of the union's attempt to have the teachers' pay claim referred to arbitration rather than to the Clegg pay comparability commission.

Mr Bennett, who teaches at a school in Kent, said this week that he and three other colleagues refused to leave the school at 3 pm, as instructed by the union, and carried on teaching instead.

"We were given no opportunity to vote on whether to take part in this action or not but were simply instructed to do so. Not even industrial unions treat their members like this."

"I felt that the action was unnecessary coming as it did three days after the election of a new government."

"I believe that the advice given by the union was wrong in law and that I was being instructed to break my contract."

"It was an action which did great harm to the professional standing of teachers."

Mr Nigel de Gruchy, the union's assistant secretary, said that Mr Bennett had to abide by union rules. "He was instructed by a special conference in April to take part in the action."

"Under our rules, conference is supreme. As a member of the association he should know that."

## Class size peace plan vetoed by council

by Stephen Cohen

A peace formula agreed between teachers' leaders and town hall officials in Rotherham over class sizes has been overturned by the city's councillors.

A 16-month-old dispute now looks set to continue—unless the council honours the agreement signed by the National Union of Teachers' branch secretary.

Union members will meet at the end of this month to decide what to do about the snub from the city's chief Labour councillors. It is likely that they will continue to implement their sanctions, including a ban on classes with more than 30 children and a refusal to stand-in for absent colleagues.

The dispute comes from Rotherham's unwillingness to improve its pupil-teacher ratio in line with neighbouring councils. The union asked for another 120 teachers to be hired in September, 1978, to ratio up to the level of Doncaster. Despite several inconclusive meetings with union representatives the sanctions campaign was started and,

at its height, last year, more than 1,500 children were being sent from school because teachers refused to take over-sized classes.

The dispute has now flared again after the managers of the town's school asked the council to take disciplinary action against teachers who were refusing to accept more than 30 children in a class.

NUT officials and senior officers of the local authority have agreed a peace formula. Mr Len Taylor, director of education, and Mr. Jones, NUT branch secretary, signed a document which said that the town would employ 121 primary teachers this year.

But a special sub-committee of senior councillors rejected the agreement earlier this month. Education officers are working on plans which they hope will be accepted and, meanwhile, the union continues its campaign.

## 4,500 pupils to lose free meals if county starts means tests

About 4,500 pupils in Lancashire will lose their free school meals—if the county introduces its own means test for educational benefits.

The means scheme will affect one in eight pupils. It has been agreed by the county schools sub-committee and accompanied a streamlining of the means service. About £1 million a year will be saved by introducing snack lunches for primary Lancashire children and a cafeteria system for older pupils.

The means test will be based on supplementary benefit with additions for the cost of a meal for

each child, transport for up to 10 children and an allowance for clothing.

The national scale for free meals will be discontinued and as 36,000 Lancashire pupils could lose five per cent—could lose right to free meals.

The composite scale means that a one-child family earning under £3.50 a week more than appropriate supplementary benefit threshold will qualify for meals, transport and clothing to evade the poverty trap.

## NEWS

## No sex please we want a good job

Fifteen-year-olds are much more worried about getting a job and passing their examinations than they are about attracting the opposite sex.

That is one conclusion drawn from a study of the problems of 775 15-year-olds (403 boys and 372 girls) from four comprehensive schools in the north of England.

Mr Murray Porteous from Bradford University compiled a problem check list of 116 items asking what pupils found worrying in all aspects of their lives, including home, parents, teachers, friends, health, self-confidence and sex. The questionnaires were followed with interviews of one in four of the pupils.

Girls were more pessimistic about their job prospects and more than half of both sexes said they had only a vague idea of how to set about finding a job. Many were relying on parents or relatives to find them employment.

Just under half of the sample said they were concerned about examinations. About 40 per cent seemed unhappy with the courses they were taking at school; they either complained that subjects did not suit them or they lacked advice about which to choose.

Mr Porteous concludes that relationships with the opposite sex are handled mostly by young people. Three out of four either had a friend of the other sex or regularly met a mixed group socially. Almost 60 per cent had never had a steady boy or girl friend.

Both sexes had equal worries about their ability to attract a partner although girls were more anxious about their looks and boys about being shy.

A survey of the problems of normal 15-year-olds by Murray Porteous, Academic Press Inc., 24-28 Oval Road, London NW1.

Sample too small to be projected on a national scale, Commission says  
Race board cautious on 'black girls brighter' report

by Diane Spencer

The Commission for Racial Equality gave a cautious welcome this week to a study which claimed that West Indians do better in secondary schools than their English classmates.

The survey, carried out by Dr Geoffrey Driver, of Leeds University, challenges the accepted wisdom that West Indians do less well academically than whites.

Dr Driver looked at the examination results for 2,300 school leavers between 1975 and 1978 in five multi-racial secondary schools—two in the North, two in the Midlands and one in the Home Counties. Each school had around 800 pupils, with about 25 per cent of them immigrants.

Mr Ivor Cooke, the CRE's information officer, said he welcomed the results, but warned they could not be projected on a national scale as the sample was small.

The survey also showed that West



The survey showed high achievement of West Indian girls compared with boys.

Indians had better results on average than English pupils.

Dr Driver also looked at the performance of Asian pupils, although they were not the main object of his research. He found that they got higher average results than any other ethnic group—except in English language.

Dr Driver said this week that his findings were not incompatible with previous research on primary school children. However, his results did suggest that there was no "cumulative deficit" in education and that West Indians could catch up and overtake their classmates, he said.

He admits that his figures suggested a "gross deterioration" in the performance of English pupils, and that the indigenous population of these areas has a worse level of school performance than the country as a whole. Such comparisons were outside the scope of his study, he said.

Dr Driver says that the most important finding of his study was the high achievement of West Indian girls compared to boys.

The different social structures in England and West Indian families could explain this, he said. "It is an unspoken assumption among many West Indian women that they, rather than their husbands or brothers, are guardians of their family's good name and the providers of its staple income." It was hardly surprising that their daughters' achievements in school reflected that opinion, he said.

By contrast, many English working class parents thought their daughters did not merit encouragement at school and that they should get married before they become an economic liability.

Dr Driver said that if these trends could be supported they would destroy the "inflammatory and misleading theories of Arthur Jensen and H.J. Eysenck about black children's under-achievement."

A shortened version of Dr Driver's study was published in last week's issue of *New Society*. The CRE is publishing the complete survey on February 17.

## Take multiracial education suburbs, RE head urges

Children in the suburban "White Highlands" need multiracial education as much as those in inner cities with many blacks and Asians, Mr David Moore, a black teacher, says this week in *Trends in Education* magazine.

"Schools have to take on board the idea that Britain is a multicultural society."

Mr Moore, who was educated in such a suburb, says the Indian Ministry was still being taught as an atrocity committed by a group refusing to submit to a civilizing force. The sole purpose of slavery, apparently, was so that Britain could abolish it. Reception classes to teach immigrants English existed but they were in the classroom

furthest away from the main school.

Schools must critically reexamine what and how they taught to help pupils from different cultural backgrounds to understand each other. "In many respects it is even more important to do this in areas where there is a small black or Asian community since it is in the 'White Highlands' that people are more susceptible to stereotyping."

"There is also an overwhelming need for changes in teachers' treatment of children," says Mr Moore who is head of religious studies at Tulis Hill school, London. "Differences in child rearing mean that children respond in different ways and they may have expectations at

the teacher that may be in direct conflict to the role the teacher believes he has."

"Cultural differences do affect the way people respond to each other and it is therefore simple minded to say that we treat all pupils the same. To treat all pupils alike is to subjugate them and the background from which they come."

Black and Asian children do well at school and often had high aspirations despite their displays of indifference. There was a need to publicize this success more rather than the failure rate about which so much was heard.

Children's books which contain a "token" black or brown child are criticized by the National Union of Teachers. In a pamphlet on guide-

lines for teachers on racial stereotyping in school books, the union says illustrations in children's books will often include a black or brown child as an incidental feature of the scene.

"This kind of tokenism does not contribute to the black child's self-concept. Why should he or she not be the hero or heroine of the story rather than a shadowy figure in the background?"

The pamphlet *In black and white* does not list good and bad books, but points out the dangers of out-of-date publications. It urges teachers not to use books which would offend ethnic minority groups.

Bob Doe

## COURSES

## 'TOWARDS GOOD SCHOOLS'

A Major National Course Sponsored by B.P., I.B.M., Shell and I.C.I.

Churchill College, Cambridge 24-27th July, 1980

The Course will concentrate on methods of Evaluating Schools and their work—leading to the management of change required to bring about improvements in Schools and their organisation.

Course Director: Neil L. Renaon, Head, Newbridge High School, Letos.

Lecturers: Dudley Fisks, C.E.O., Manchester; Tim Brighouse, C.E.O., Oxfordshire; Peter Mortimore, Director, Research and Statistics, I.L.E.A.; George Carnie, Superintendent of Schools, Colorado Springs; Peter Cornell, Head, Carisbrooke High School, I. of W.; David John, Head, Wheatley Park School, Oxford; George Walker, Head, The Heathcote School, Stevenage.

The cost of this important course is being subsidised by industrial sponsorship and early application is advised. The course is being organised on behalf of the sponsors and the proposed Centre for the Study of Comprehensive Schools by Educational Courses.

Full details and application forms from the Bookings Secretary, Educational Courses, 15 Main Street, Salford-on-Trent, Salford, Lancs. Telephone: 0530 71827.

مكتبة في الأصل

## THE PETER SCOTT CONSERVATION AWARD SCHEME

a scheme to encourage young people to understand problems of the environment and to help protect wildlife and wild places

The Peter Scott Conservation Award Scheme enables young people aged between 10 and 18 years to work for a bronze, silver or gold award. To gain an award, participants will undertake a series of projects and activities on a wide range of topics, which could include compiling a notebook on British mammals, observing birds and trees, carrying out practical study projects and understanding the plight of threatened species of plants, animals and habitats throughout the world.

The scheme is open to schools and youth organisations.

Write for further details, enclosing a stamped addressed envelope to:  
Cyril Littlewood, MBE, Dept. TES/PS,  
Wildlife Youth Service, Marston Court, 98/108 Manor Road, Wallington, Surrey SM6 0DN



## Sports Diary



Troinee PE teachers at Loughborough College.

Why is physical education and sport in British schools stumbling towards mediocrity and failure, when only 10 years ago it was the envy of the world?

Why has the once proud profession of the physical education specialist become the target for neglect by the Department of Education and Science in successive shifts of planning and strategy?

As a physical educationist myself, I know what the physical education profession has and does achieve. I marvel at the ability of school teachers who battle against heavy odds to mount successful programmes of sport within the framework of the National Council of School Sports. Is it right, however, to rely exclusively on a dwindling supply of physical education specialists in full-time posts for many years to come, when it is an essential part of the school curriculum?

Specialist physical education colleges no longer exist. Absenteeism at many senior schools during the sports season is at crisis level. The ratio of specialist physical education coaches to pupil population is rapidly worsening, and there are cases of schools failing even to include physical education in the curriculum for some pupils, particularly at senior level.

Physical education, therefore, seems in grave danger, given the alarming absentee figures compiled by members of the physical education profession (50 per cent in inner London), of becoming no more than a minority interest, at a time when many organizations and doctors are stressing the importance to health and well being of general fitness, and the need for regular exercise in some form.

Sports coaches at club and county level have observed, over the last decade, a fall off in the standard of skill at sports among school leavers. Nevertheless, many clubs consider themselves fortunate if they can recruit a sole team, bearing in mind the general lack of interest among many young people in continuing any form of sport once they have left school.

To try to deal with this par-

Peter Lawson

## Vanishing breed?

Physical education, the GCSE advocate, that there should be closer links between the physical education teachers and the officials of local sports clubs and centres, to ensure that an interest in sport started at school is maintained in adult life.

To many people, though, the decline in school sports coincided with the decision made in the 1960s to take government responsibility for sport away from the Department of Education and Science to the Ministry of Housing, and from there to the Department of the Environment. While we must acknowledge the beneficial effects of this transfer at national sport level, with the consequent massive capital and present grant investment in sport, no one could have foreseen the disastrous consequences to sport in schools.

The establishment of Local Authority Recreation Departments by the Department of the Environment created new career possibilities for serving physical education teachers, while at the same time the Department of Education and Science was cutting back the supply of trained teachers, particularly physical education teachers.

In the great debate on education contributed to by many sectors of the Education profession, the absence of any effective input from the physical education profession was a serious omission. At the height of the debate a formal delegation from the Central Council of Physical Recreation, on behalf of British sport as a whole, made representations to Margaret Jackson, the then Under Secretary of State at the Department of Education and Science.

## NEWS

### Rugby Union to act on growing number of neck injuries in schools

by Stanley Iyerson

Rugby Union, in the centre of a storm over the South African controversy, also has some serious worries about the game at school and youth levels: injuries and a decline in the number of schools playing the game.

The Rugby Football Union has over the past few months been collecting information about the number of neck injuries sustained in school matches. This is being done together with the Welsh, Scottish and Irish unions.

After this the RFU will issue what it calls a "definitive statement" on the problem, which was given much publicity last summer in a report of the Medical Officers of Schools Association on the serious problem of neck injuries, which are on the increase.

The number of cases of tetraplegia (paralysis of both arms and legs) is still small, but the tragedy for the boy so injured is enormous. Medical officers are worried that, unless there are firmer controls, the number of tetraplegics will rise. The incidence of other neck and spinal injuries from rugby is hard to assess as no central records exist, unless the damage is permanent.

Medical experts warn of three danger zones—high tackles, collapsed scrums and great weight differences between opposing players. The last has often been recognized, only when it is a case of school versus adult level. This has led to the suspension of several of these traditional fixtures, but the risk could occur too in boys' weight differences between the two sides. Rugby authorities are not indifferent, but they are anxious that the game should not get a bad name. "It cannot be emphasized too strongly that there are dangers in all sports which call for vigilance and common sense in dealing with unexpected crises," said RFU secretary Bob Welch, in a recent letter to HMC schools and CEFs.

Mr Ron Tennick, secretary of the schools union, said: "No one takes care off the road because they are able to cause injuries."

### Board considers plan for A level English language

A GCE board has agreed to consider proposals for an English language A level. The Manchester-based Joint Matriculation Board is looking at a proposal from a group of sixth form teachers and further education lecturers.

The group has drawn up a syllabus and is working on specimen questions and guidance for teachers, hoping to use the new exam. It is expected to appeal to potential university candidates, those wishing to pursue their general education beyond the age of 16 or who need a high competence in English for whom English is a second language.

The syllabus is intended to develop flexibility and confidence in speech and writing, a critical understanding of language and a greater understanding of the role of language in everyday life.

The chairman of the group, Mr George Keith of North Cheshire College, Warrington, said large numbers of teachers in the North of England had already shown great interest.

### Industry short of graduates

Mechanical and electrical engineering industries continue to demand more graduates than universities and colleges can supply, according to the latest report from the Standing Conference of Employers on Graduates.

This year, 8 per cent more graduates will be seeking work—with one again in a surplus of graduates in arts, biological sciences

and social studies. But a representative of SCOE said: "More graduates are prepared to accept a wide range of jobs, but they are not in the demand for such jobs."

A recent RFU survey of 1,000 schools reveals that in seven of the schools boys' plus team at all and that others have difficulties in fixtures.

Mr Tennick adds: "Education cuts and rising prices also make it difficult for schools to play rugby. It is a costly sport because more is involved and shirts and shorts are more expensive than those of football."

The drift from rugby is serious in the 16 to 19 age range, the RFU survey says. The RFU survey also says that the number of schools playing rugby has fallen from 1,000 in 1975 to 700 in 1979.

Mr Tennick also blamed teachers' unions. He said the unions were opposed to any Saturday activities, and knew of one or two teachers who had resigned from the RFU to continue their Saturday involvement.

He said his colleagues in the RFU are now trying to replace the lost boys' players by encouraging girls' participation in the sport. He said the RFU was pushing more of their sport into primary schools, to get girls to continue their Saturday involvement.

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### One school in four affected by damp

Gwynedd reports

One in four of Gwynedd's primary schools is affected by damp, according to a survey by the county council. The survey found that 25 per cent of the schools had damp problems.

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Mr John Morris, aged 50, will shortly succeed Mr Jack Springett as county education officer for Essex. Mr Morris, a modern languages graduate, began his career in administration in Essex 22 years ago. He was appointed deputy to Jack Springett in 1973. Mr Springett is the new education officer of the Association of Metropolitan Authorities, replacing Mr Peter Sloman who retired at Christmas.

Mr John Rolles, 39, is the new head of Catford Boys School, South London. Mr Rolles is former deputy head of Neave School, Havering, where he introduced GCSE courses in his special interests—film and photography. He is a former secretary of the Society for Education in Film and Television and editor of its journal *Screen*.

Dr Michael Longfield, aged 51, will be the new director of Teesside Polytechnic. He has been acting head since March last year when the former director, Dr John Houghton, resigned. The CNA had said the poly—with 4,000 students—was dispirited, poorly led, understaffed and in danger of losing its degree status. Teesside has now pulled through the crisis, following a two-day inspection last month the CNA has announced it will continue to approve degrees.

Mr Ian Deer, head of Lancing College, will be this year's chairman of the Headmasters' Conference. Mr Deer, who was captain of the Cambridge University rugby club and under several times for England, has been head at Lancing for 11 years.

Mr Francis Coffield, aged 36, has been appointed professor of education at Durham University's newly merged school of education. While working for on MED in psychology, Mr Coffield, a classics graduate, lived as a member of a Glasgow gang. He got a first-class degree in psychology and produced the widely acclaimed book, *A Glasgow Gang Observed*. The school of education at Durham is a merger of the university's education department and two training colleges, St Hilda's and St Bede's. It has a fully internal BEd degree.

Mr John Modder, director of the Natfield Foundation, is returning as editor of the natural sciences monthly *Nature*, the magazine he edited from 1965 to 1973.

Dr Margaret Clark, a leading specialist in deafness, is to head a new school of education, deafness and head of department of educational psychology at Birmingham University. Dr Clark made a survey of handicapped and gifted children in pre-school education for the Wernick Committee.

Mr Hugh Boulter is to be the new director of the World Wide Education Service. He was formerly assistant education officer for Northamptonshire, and an authority on the education of ethnic minority children. He has been chairman of the National Association for Multi-Ethnic Education for the past three years.

Mr Tim Bowles, aged 51, has been elected chairman of the Incorporated Association of Preparatory Schools. He is at present headmaster of Bramley School, Campton in Nottinghamshire.

Mr Peter Townsend, head of modern languages at Exmouth School, has been elected to the Schoolmaster Fellowship Commonship at Churchill College, Cambridge for 1980-81.

The TES would welcome any news of appointments in L.E.A.s, schools, colleges and universities. Please send them to The Times Educational Supplement, (People), Times Newspapers Limited, News Printing House, Gray's Inn Road, London WC1X 8EZ.

## People

the Michaelmas term next year. He intends to review the teaching of modern languages in sixth forms. The commonership is awarded to a schoolmaster every term but is not advertised publicly.

Mr Richard Woollett, former housemaster at Westminster School, is the new headmaster of Woolverstone Hall, the Inner London Education Authority's secondary boys boarding school near Ipswich.

Mr Arthur Howbridge, 49, once a foreman of a large engineering workshop, was made headmaster of St Bernard's school, Bethnal Green, East London, last term after 18 years of teaching at the school. One of his first moves as acting head was to re-introduce compulsory school uniform.

Professor Philip Reynolds has been appointed vice-chancellor of the

University of Lancaster, only the second in its 16-year history. Professor Reynolds has been acting vice-chancellor and a professor in politics since the university opened.

Mr Michael Edwards is the new chief education officer of Norfolk County Council. He was formerly deputy director of education at West Sussex.

Dr George Brosan, director of North East London Polytechnic, has been elected chairman of the Accounting Education Consultative Board for accountants and representative colleges and the professional bodies. He is interested in the international dimensions of accounting such as overseas students' problems and EEC issues.

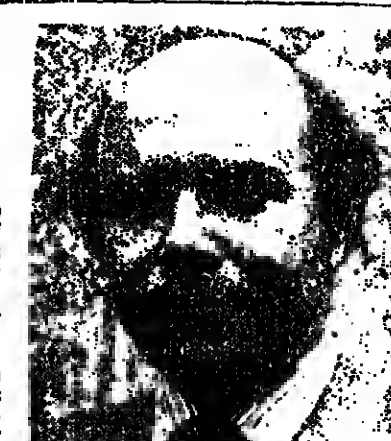
Dr Klaus Wedell has been appointed professor of educational psychology

with reference to children with special needs, at the University of London Institute of Education. As a Reader at Birmingham University he was particularly interested in the establishment of joint university/L.E.O. posts.

Mrs Patricia Johns has been appointed headmistress of St Mary's School, Wantage, from next September. Mrs Johns, at present senior mistress of Gordonstoun School, succeeds Miss Wallen who is retiring.

Mr B. Groombridge, director of London University's department of extra-mural studies, has been made professor of adult education.

Mrs M. Thrush, a Durham teacher, has been made headmistress of Sunderland Church High School. She succeeds Miss J. Wisbach.



Mr Tristan Benac, the former deputy head, has been appointed head of the Great Ormond Street Hospital for Sick Children, London.

Mr M. Hynwood has been appointed headmaster of Sutton Valence School, Kent from September 1. Mr Hynwood, an Edinburgh graduate, is presently deputy rector of Dollar Academy, Scotland.

## Train to teach tomorrow's adults the specialist subjects they will need.



## We need people to teach Maths, the Physical Sciences, Business Studies and Craft, Design and Technology.

The Government is financing a special training scheme which is open to:

- \* qualified teachers to take one-year retraining courses to teach these 'shortage subjects'
- \* suitably qualified people who are not already teachers to take one-year courses to qualify as teachers of these subjects.

This scheme is also open to qualified primary and secondary school teachers who wish to take one-year or one-term courses of further training in mathematics and the physical sciences to improve their skills.

To qualify you must be at least 28 years of age and not have taken a full-time course of higher or further education in the last five years. To train as a teacher you should also have either:

- \* a degree in mathematics, a physical science or allied subject.
- \* an HNC or HND in technological subjects, a full technological certificate of CGLI or an equivalent qualification, or
- \* for business studies, good academic qualifications and relevant business experience.

### Generous financial aid

If you are a serving teacher employed by an L.E.A. you may be seconded on full salary. You should ask your employing authority for further details of this scheme.

For other successful applicants there is a tax-free maintenance allowance. The amount can vary but the minimum, which is under review, is £55.00 a week. There are additional allowances for a dependent spouse, lodging or travel, and some equipment.

Please send the coupon now.

Courses start in the academic year 1980-81.

Please send me the leaflet on the training and retraining of teachers. I am over 28 and have not followed a full-time course of higher or further education in the last five years.

Name \_\_\_\_\_  
Address \_\_\_\_\_

Post to Dorothy Hewitt, Information Division, Department of Education and Science, Elizabeth House, York Road, London SE1 7PL.

## OUT NOW

### NEW COMMUNITY

Journal of the Commission for Racial Equality

on ROLES, RELATIONS AND NAMES

and ETHNIC GROUPS—CASTE, CLASS AND ETHNICITY

and THE YOUNGER GENERATION

£2.75 per copy from New Community Subscriptions, Commission for Racial Equality, Elliot House, 10-12 Allington Street, London SW1E 5EH. 01-828 7022.



The CCRP is willing to liaise with any Governmental committee set up to review the present state of affairs, and would draw on the experience and knowledge of its 200 members to provide the necessary detailed information on this subject. If Mark Carlisle believes that sport and physical education are important to the well-being and health of our children, then he must take immediate action to secure it from its present plight.

Peter Lawson is Secretary of the Central Council of Physical Recreation.

مركز الأصل



## OVERSEAS NEWS

United States

## Chicago back from brink

by Clive Cookson

WASHINGTON

After weeks of intricate financial manoeuvring, an elaborate \$875m rescue plan has been arranged for the heavily indebted Chicago school system (TES, December 14). The plan, which involves the board of education, city and state governments, banks and local unions, came after the 45,000 teachers and other school employees had missed two fortnightly salary cheques, but just in time to prevent what could have been a prolonged closure of the nation's second largest school district.

The plan may yet come unstuck. Already the Chicago police pension fund has backed out of the \$15m loan it had agreed to make as part of the package, after the police union complained the investment was too risky, but the deal did not wreck the plan. The main thing

was that the Illinois state legislature approved the package. Short-term loans totalling \$325m will see the board of education through its immediate financial crisis: the payment of overdue salaries and pensions, debts to food, milk and supplies vendors and bus companies, and federal taxes. Later, \$500m worth of long-term bonds will be issued to provide longer-term financing.

A five-member financial control board is being set up to oversee the school system's funds. This independent authority will be headed by Chicago businessman Jerome van Cortlandt.

The control board is sure to insist on sharp cuts in the school's \$1.4 billion annual budget—probably between \$60m and \$100m this year and more next year. Between 700 and 2,000 jobs could be eliminated by September, said Catherine Rohrer, president of the board of education. It remains to be seen whether the

financial control board will also have to raise new property taxes to keep the system afloat. New York Mayor, Ed Koch, who is trying to complete his city's recovery from its mid-1970s fiscal crisis, has proposed a \$11m budget cut for the fiscal year 1980-81 and a further \$182m cut the following year. The proposal would mean the loss of more than 7,000 school jobs over the next two years—including an estimated 4,000 compulsory lay-offs—and it provoked cries of outrage from the board of education, school officials and teacher unions.

A local spokesman said such cuts in his \$3 billion annual budget would mean "a drastic increase in class size" despite falling enrolments, and Albert Shanker, president of the American Federation of Teachers, promised the mayor "the toughest fight of his administrative career" if he tried to get the cuts approved.

The Netherlands

## Job prospects worsen as junior enrolments fall

by John Richardson

Newly qualified infant and junior school teachers are finding it more difficult to obtain posts.

Of 10,000 teachers who graduated from training colleges in 1978, only 6,000 had found teaching jobs nine months after qualifying, according to a survey conducted by The Hague Institute for Social Science Research Study and Advice (TRASKI). One thousand four hundred had found jobs outside the profession, 400 were involved in further studies, 900 of the men were doing national service, and 1,600 were unemployed.

Comparison with an identical survey carried out two years previously shows a deteriorating employment situation.

Of the class of 1978 it was females trained for the junior age group (six to 12) who had most success in finding teaching posts. Seventy-three per cent of them had found jobs nine months after graduating. But 85 per cent of the women junior staff of the class of 1976 were employed as teachers after a similar period.

The 1978 junior trained males fared worst with only 47 per cent finding posts, although 30 per cent of this group were in military service. But of the similar group of 1976, which was also affected by national service, 60 per cent had found teaching jobs after nine months.

Unemployment is greatest among those trained for the infant sector (four to six) which is traditionally a largely female preserve. Of the 2,482 women infant teacher graduates of 1978, 57 per cent had found teaching jobs in nine months, while 24 per cent had taken jobs outside the profession.

For those who qualified in teaching in 1976, after nine months 68 per cent were teaching, while 14 per cent were employed outside education.

There appears to be little connexion between the age of the intending teachers and their success in finding posts. The main factor affecting their job chances is region of residence.

Of those that live in the Randstad



communities of south Holland 73 per cent had found teaching jobs and only eight per cent were unemployed. But in the economically depressed region of Limburg, in the south west, 29 per cent were not unemployed.

The underlying causes of this growing mismatch between the supply and demand of infant and junior teachers can be found in changing population growth trends and a failure to adjust teacher supply to a similar pace.

In 1968 the Dutch population stood at 11,417,254. By 1980 it had grown to 11,871,200, and it is forecast to reach 14,752,250 by the end of the century. This growth is largely the result of people living longer. It is forecast that the number of those over 65 in 1990 will be 25 per cent higher than was the case in 1975.

The birthrate has been dropping steadily from 0.2 births per thousand people in 1969, to 0.13 births per thousand in 1977. In 1969 there were 247,648 births and in 1977 174,106. In 1978 the birthrate has been dropping to 0.12 births per thousand people in the infant and junior age ranges in the schools first.

Between 1968 and 1978 the number of children in the infant school dropped from 488,819 to 414,780 and in the junior schools from 1,450,647 to 1,409,800, while in the secondary and higher education sectors the numbers showed a significant increase.

## OVERSEAS NEWS

West Germany

## Hundreds of teachers face charges on alleged overtime pay swindle

by David Dungworth

State prosecutors in various districts of North Rhine-Westphalia are preparing charges of fraud against several hundred teachers who have allegedly been supplementing their already high salaries with regular and substantial claims for illegal overtime payments.

The charges have been brought by the state auditing department which has been examining the records since 1976. At that time during a random check on 82 teachers the accountants found that 30 of them were guilty of making false claims, some going back over a number of years.

Subsequent investigations have indicated that between 1973 and 1977 the amount wrongly paid out was approximately Dm4.4m (nearly £1.2m) and in the school year 1977-78 the figure rose to Dm4.7m.

Teachers in North Rhine-Westphalia are entitled to extra remuneration for lessons given or classes taken for absent colleagues at above an average of 25 hours a week. Current rates are Dm21.25 (about £5.50) an hour for staff in vocational and intermediate schools and Dm24.75 an hour for grammar school

teachers. The latter are the main culprits, being responsible for 70 per cent of all the offences discovered in 1978-79.

Close scrutiny of the claims forms submitted has revealed a long list of abuses. Additional payments had been demanded for extra-curricular activities such as accompanying school parties on excursions and attending conferences or parents' meetings which do not count as overtime, for Sundays and public holidays, for non-existent dates like February 30 and June 31 and for periods when the teachers concerned were officially absent through illness.

The consequences have often been outstanding. There have been numerous instances of excess payments varying between Dm5,000 and Dm10,000. One grammar school teacher received Dm12,000 over five years and a secondary modern school headmaster Dm15,000 in four years.

And in the most serious case of all a women teacher in an intermediate school was overpaid by Dm74,000 in the space of two and a half years.

According to the auditors much of the blame lies with head teachers who have counter-signed claims without verifying them and with the civil service salaries office

in Düsseldorf for its lack of proper control over payments.

Claims made by telephone have frequently been authorized without any written support whatsoever. Ministry officials are also severely criticized for failing to draw up adequate regulations relating to overtime payments.

Early last year Land education minister Herr Jürgen Gigensohn, who tried to play down the scandal when it originally came to light, gave teachers the opportunity of avoiding criminal proceedings by repaying any amounts wrongfully claimed. But by mid-December the total sum repaid was only Dm736,000.

The teachers' union, the Gewerkschaft Erziehungs- und Wissenschaft, and the organization which represents grammar school staff, the Pädagogischer Verband, have described the allegations as "a deformation of the teaching profession". They maintain that the procedure for submitting overtime claims is so complicated that in many cases the excesses are the result of genuine mistakes rather than deliberate deceit. Nevertheless the numbers of teachers and the sums involved make it clear that overpayment is widespread and systematically practiced in North Rhine-Westphalia if not in other Länder.

South Africa

## Ban on black students sparks major clash

by Ameen Akhalwaya

JOHANNESBURG Education is once again set to become a major bone of contention between the National Party and the opposition Progressive Federal Party at the next session of the Transvaal Provincial Council.

The PFP leader in the council, Mr Douglas Gibson, has described the Government's decision to "ban" black students from the Transvaal's new Administration College of Education as "blatant racism". He has challenged the Transvaal's new Administrator, Mr William Cruywagen, to change the education ordinance—which bans blacks from the college—when February's session begins.

Six blacks have applied for the four-year bachelor of primary education course offered jointly by the college and the University of the Witwatersrand. But the Transvaal Director of Education, Professor J. H. Jooste, said their enrolment would contravene the ordinance, and refused to approve their applications.

Last year the Transvaal's education policies led to bitter clashes between the two parties. The row revolved around allegations that English-language schools were being established in country schools and that women teachers were bearing the brunt of salary and job discrimination.

But the PFP field fire on the province's opposition to blacks in private schools because it believed that Mr Cruywagen, former minister of national education, would take a more liberal line than his predecessor, Mr Sybrand van Niekerk.

Mr Gibson said it was "unbelievable that in this so-called era of enlightenment, the outdated and legalistic approach of the TED can prevent the JCE from accepting whatever qualified students it wishes."

The six black students who have been admitted by Wits cannot simultaneously attend the JCE as their white colleagues can, for no reason other than that they have black skins. It is blatant racism like this which makes our friends overseas despair about South Africa," he said.

"Perhaps our greatest national priority is the education and training of all our people. It is only by harnessing the potential at our disposal that we will be able to generate the high growth rate without which the provision of sufficient jobs for the unskilled masses is impossible."

To suggest that blacks could not be admitted to the college because of the ordinance was to bind oneself to the reality that the Nationalists legislate at the drop of a hat."

Australia

## Training colleges are 'parking lots' for young unemployed

by Bill Purvis

SYDNEY

Australia will have between 60,000 and 70,000 unemployed teachers by 1985, according to Mr Bill Hayler, leader of Australia's federal opposition.

The Labour Party leader said hundreds of millions of dollars were being spent to maintain expensive educational institutions to train people for jobs which did not exist. The institutions were being used as "vast parking lots for the unemployed young", and the cost of the increasing unemployment among teachers over the next five years would be \$A11m, he estimated.

Yet there was a shortage of teachers in the remedial and migrant areas because of an alleged shortage of funds.

The Prime Minister, Mr Malcolm Fraser, did nothing for teachers' morale with a trouncing attack on the education system the day after Mr Hayler's remarks.

Mr Fraser, who was federal education minister 10 years ago, said that despite massive increases in

expenditure and smaller class sizes many pupils were leaving school unable to read, write or add numbers to an acceptable standard.

Addressing the annual convention of the Young Liberals Movement, Mr Fraser said the Government's financial commitment to education had doubled in the 1970s.

In the 1970-71 financial year the total of federal and state governments' expenditure on schools was \$A840m (£400m), equal to \$A2,121m. By this financial year the total had risen to \$A4,049m.

Pupil-teacher ratios had been significantly reduced during this time but this had not resulted in improved educational standards. "If the values transmitted by the education system are inconsistent with those which society expects of young people, they clearly young people are being betrayed by the system itself," he said.

Mr Fraser's remarks came at the end of a year in which there has been a growing volume of complaint, mainly from employers, about inadequacies in the education system.

## Hilary Wilce at a school for pupils who flee from South Africa

## Apartheid freedom college struggles into existence

Black South African school children who flee from apartheid can now attend a college set up especially to meet their needs.

The Solomon Mahlangu Freedom College, established in Tanzania last year, has 160 pupils and plans to take between 2,000 and 3,000 by 1985. It was founded by the African National Congress, the main liberation movement of South Africa, on a site formerly used as an ANC transit station for South African students going on to complete their education in other countries.

Thousands of students, some as young as nine, have fled from South Africa since the uprisings of 1976, which were led by schoolchildren. An estimated 2,000 made their way to the border in the first 12 months after the protests, and there are currently several hundred young black South Africans in Lesotho waiting for air transport out over South Africa.

Students who contact the ANC effect to go for military training, or to further their education. Before last year, all students who wanted education had to go to schools and colleges in sympathetic countries such as Zambia, Cuba and Nigeria. Now some go to the new college of Maseru, north-west of Dar-es-Salaam.

They follow a ANC-designed curriculum which mixes academic and vocational training, and includes study of the history of the struggle against apartheid.

"We are teaching politics there,

let me be very frank". Mr M. W. Njoba, Principal of the college said on a recent visit to London. The college's political attitudes are based on the ANC's Freedom Charter, adopted in 1955, he said. This says "The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace."

One of the main purposes of the college was to train skilled black manpower for a future Azania—a liberated South Africa, Mr Njoba said.

Land for the college was donated by Tanzania and money has been given by Scandinavian development agencies. Construction work is being undertaken by pupils and staff, who also grow their own food, but the college is short of stationery and teaching equipment.

It also needed sports and recreational equipment. "This might not sound like a priority, but the type of student we get has gone through a lot of emotional problems. Sport can offer a kind of cooling down," Mr Njoba said.

Students often arrived at Maseru with only the clothes they were wearing. He knew of two youngsters who had died on the trek through the bush out of South Africa, and students at the college were often homesick, or had problems coming to terms with the fact that freedom was not all they had hoped for.



Short of resources, the college's only geographical teaching aid

Europe

## Fourteen countries face population downturn

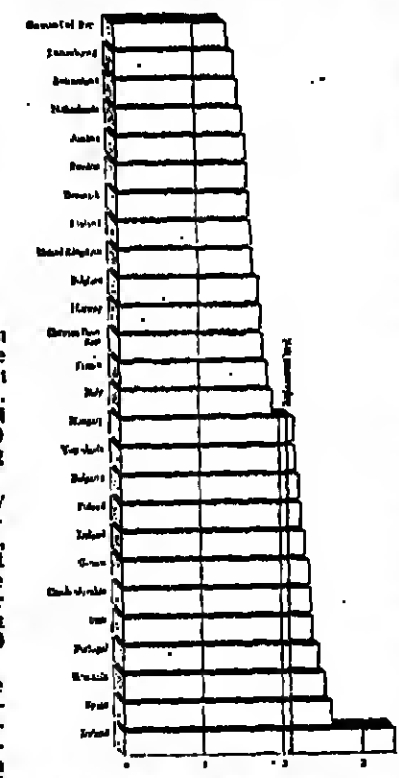
The birthrate in 14 European countries has now declined to the point where the present generation of parents is not replacing itself. Populations of these countries will start to decline within the next 20 years, if they are not already doing so.

This overall decline has already begun in a number of countries, including East and West Germany, Austria and Luxembourg. If present population trends continue, the population of West Germany, for example, will fall from 50 million in 1975 to under 40 million in 50 years' time.

Birthrates started to fall in the mid-1950s as capitalist and socialist European countries alike, Professor Miles Mura of the Research Ekonomisk Institut, writes in the latest issue of the international development quarterly, People. "It is highly probable that fertility will follow its downward trend in most of Europe for some years to come."

National attitudes towards this situation vary enormously. West Germany views the decline reasonably positively, although some Christian Democratic leaders advocate pro-natalist policies. In France, where the population is still increasing, there is great concern about the threat of a declining population and a package of benefits to be introduced for mothers of three or more children, including an increase in the maternity grant to £1,200.

Hungary attempted to stem its declining birthrate by banning legal abortions in 1974 but, after an



Source: Institut National d'Etudes Démographiques, Paris.

Initial upswing in the birthrate, this again began to fall.

Demographers agree that the availability of contraception, abortion and sterilization has only a partial effect on the birthrate. "It is a question of what people want, not what technical means they use to implement it," according to John Riley, editor of People.

Figures released last week showed that births in the United Kingdom in 1979 were nearly 7 per cent up on the year before—a greater increase than the demographers predicted.

People International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1 4PW.

France

## Central control for students

by Jane Jessel

PARIS Conditions of enrolment for foreign students wishing to enter French universities are to be reformed to give stricter control over admissions.

Under the Government proposals, which were last month narrowly endorsed by the Council National de l'Enseignement Supérieur et de la Recherche (CNESER), a national commission will be established to centralize and consider enrolment requirements, and to allocate successful applicants to various universities. It will do so taking into account "professors' expressed views on the candidates", but also "the requirements of French higher education". The commission will be composed of representatives from the ministries of foreign affairs, of universities, and of co-operation (overseas aid).

The reform will necessitate a preliminary French language examination, organized by the French cultural services abroad, except for those with the Baccalauréat or qualification of equivalent standard, and those who are planning to follow a French language course and are seeking to spend at least a year in a centre specializing in French as a foreign language.

Representatives of teachers' and students' unions voted against the proposals at the CNESER meeting in December. They protested that the reform threatened universities' autonomy by removing their prerogative to choose applicants and giving it to the commission. They also feared that the numbers of foreign students would be cut, and that the reform would lead to political and racial discrimination.

No imminent change in fees for overseas students is planned, but there is the possibility of a drastic fee increase accompanying the reform.

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NUMBERS 1980

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10th-14th November 1980	School time table management (Elementary, Intermediate and Advanced Levels)
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## LETTERS

### The instant mathematician

Sir,—The shortage of mathematicians joining the teaching profession, which has been with us for a number of years, now seems to be reaching a critical state as evidenced by the figures recently published of the small number of mathematicians preparing in undergraduate teacher training.

In October 1976 this sorry state of affairs was brought to my attention by a course offered by the West London Institute of Higher Education. The college advertised a DES one-year course for conversion to mathematics, intended for teachers wishing to take responsibility for secondary school mathematics who have or have not experience in this field. The course was claimed to induce or deepen the study of modern mathematics and computing.

Intrigued by the possibility of becoming an instant mathematician, I wrote for further details, stating that I was a 47-year-old unemployed, qualified teacher of history and general studies. I informed the college that I had never had any ability at mathematics and had not done any maths since leaving school. I said that I had noticed in the classified advertisement section of the TES that there were always pure vacancies for teachers of mathematics and that if I could obtain some recognized qualifications in mathematics I would be able to get a job again.

I was hardly surprised to learn from the college that the course was designed for people with my kind of background.

"In fact I am a mathematics graduate, and as a head of department my real interest in inquiring about the course was to try to order the quality of the 'play' breed of prospective mathematics teachers. My impression from the above was that in order to fill the short in this particular Institute is willing to take anyone irrespective of background or experience. It was highly unlikely that 'my applicant' would have strengthened mathematics teaching in the community by the sufficient of the 'can' I had passed through the 'can' to a shortage of mathematics teachers will have been eliminated, as an am paper. We will then have a mathematics, etc. expanding the percentage of all mathematics teachers to the public schools' prospectus in 1980 (see page 51). But I did wonder whether those who include the inner cities, a serious look at the emotional deprivation of children by long periods of isolation, or anything that makes it easier for me to put the educational value of the strong, astute, confident, intelligent dinosaurs to my new well-maintained colleagues.

W. H. EVANS  
Further education officer,  
Wigston College of Further Education,  
Wigston, Leicestershire.

### Challenge to nursery work

Sir,—Members of the Early Childhood Education Group of NAEA wish to express their concern about Dr. Barbara Tizard's statement as reported in the TES (Nursery) 'Need Complete Overhaul—Psychologist', January 11. Critical appraisal and keen analysis of both practice and theory is part of the adviser's function. We do value research, but sound assessment is impossible until the material is published and its validity examined. Dr. Tizard has made generalizations about what nursery teachers think. Such generalizations can only be based on large national samples.

Nursery teachers are expected to consider curriculum, forward-planning and assessment. Language programmes can only be effective if they are planned according to the needs of the individual child, and these of the unit. There is plenty of evidence of such planning.

It is generally agreed that the early years of childhood are of great importance. Most nurseries are fully aware of the essential contribution of parents and involve them closely in the daily life of the school. In their turn, parents are appreciative of the value of nursery education as recent strong public support has shown.

The present financial restrictions make any non-statutory provision a prime target for reduction. Dr. Tizard's anger at being misunderstood by those who certainly will use her statements to justify further cuts, seems curiously misplaced and unfortunately timed. What does she expect?

During the last decade we believe that there was healthy growth in both provision and expertise and we would urge our competent and professional nursery teachers and nursery nurses to have confidence in the real value of the work they are doing, while remaining self-critical and open to fair challenge.

MISS JEAN PRINGLE,  
Birches Lane,  
Lough Green,  
Northwich,  
Cheshire.

### Conferences can be cheaper

Sir,—You are clearly right to raise the question of the effects of inflation on conference fees. For instance, coming at a time of rising inflation the full effects of which have not yet worked through in many conference venues, but will soon contribute to the cost of the conference. VAT rates must cause all of us concerned with continuing professional education and career development considerable worry.

However, do not be too gloomy. After an otherwise impressively accurate and clear account of the detailed proceedings of the conference, you mention that the conference was held in a 'conference centre'. This is a very important point. Earlier this month, your 'Conference Notebook' (January 11) included some very inaccurate figures. You quoted £180-£200 in fees and £75 in board and lodging. Actually the total fees were only £135, plus the inevitable VAT. This is largely lower than your total (especially as I.e.s. reclaim the VAT in full from the Inland Revenue).

Accommodation fees are actually somewhat higher than you quote, and must, of course, be paid for the

### Heads as lynchpins

Sir,—It is worrying to think that a trade union leader closely involved in the Clegg commission could make such an ill-informed remark as: "They (ward sisters) were seen as the lynchpin of the nursing profession. The head teacher is our ward sister." (Heads Could Win Extra Pay Rise", January 11).

A ward sister organizes and manages her specialist ward. She has a few nurses and auxiliaries to assist her but is herself very involved with many practical aspects of the work; as such she is considered as a 'first line manager'. Above the ward sisters, however, are the various administrative posts of nursing officer which are rarely involved in the actual nursing.

To continue this comparison between the teaching and nursing professions is quite clearly that the equivalent to the ward sister, as the lynchpin in schools, are the heads of department and heads, while the head teacher is cast far more in the role of an administrative nursing officer.

May I conclude by pointing out that whilst ward sisters were recognized by Clegg as deserving the largest increases based on the comparability study, the higher administrative posts were awarded little or no increase. Can 'first line management' teachers then expect similar treatment as the lynchpin in schools?

DAVID CLEAR,  
Clyfford Boarding School,  
Ongar,  
Essex.

## LETTERS

### Wild about Harry Rée

Sir,—When I read that Harry Rée was to write an article explaining why modern language should be excluded from any core curriculum (Features, January 11) my heart melted. Ever since he wrote that jolly piece about bounding kangaroos out of schools, I have had a bit of doggerel floating Shelleys-like through my brain:

I met Murder on the way  
He had a mask like Harry Rée.  
Why I am wild about Harry Rée  
Not because he girds himself up  
For a pre-emptive swipe at a dragon  
Whilst on the day slinks forth from  
Carlsle as the was 'house-trained'  
Beside the 'know' and 'love', but  
Because he will flail about himself  
Insisting to all and sundry not  
Morely that the linguists are the  
Only ones left up there on the  
Restrum conducting an increasingly  
Resistive choir, but also that that is  
The proper way to do it.

Teachers sensitive to learning and language have long known that to conduct a managerial dialogue with 30 pupils is to wrestle with a monster, and have struggled painfully to do less forbidding alternatives. What happens to those modern language teachers who are beginning to come to terms with the problem. Although it is obvious that language learners have to be presented with language before they can learn it, it really will not do to imply that language must be mediated through the teacher alone all the time. It is my guess that kids are turned off French, not because they will never need it in France (how can they know?), but because they never use it in class for purposes which they understand and approve and which have anything to do with what they intuitively know language to be about.

Harry Rée's alternatives for the first three years—boggery of phrase-book Spanish/French/School-Crest, plus a bit of grammar and a few snippets of the Costa Bros—seem to me the fruits of a logic of despair; as we have been singularly unsuccessful in persuading children to want to gain a five year competence in the use of a language, we should now change tack and offer them three years of incompetence in several. Such a dilution of the curriculum for all pupils is in nobody's interest. What we have to do is to sort out how to teach modern languages for communication.

DR R. DUNNING,  
Lecturer in education,  
Tutor in modern languages,  
Leicester University.

### A bad thing, Mr Carlisle

Sir,—I hope careers teachers will be wary of Mr Carlisle's approbation for the suggestion that able school-leavers should be encouraged to leave school to go into industry and commerce. Apart from the dreary philistinism, Mr Carlisle is wrong to think it "a bad thing".

A good job means a good employer, and training and good employers (even in industry and commerce) expect the best. Most pupils of today will go on studying to the limit of their academic potential, to be recruited for graduate training schemes specifically tailored to their ability level. A-level entry schemes motivated by the best employers are intended for the less able; those of university potential are therefore only too likely to find that the training provided will not develop or stretch their capabilities, and they will all too quickly become bored and frustrated.

Nor is it in their long-term interests: a degree provides a better basis with which to face the career changes which may well meet them in the future; it gives considerably wider and more flexible career choice than lower-level qualifications, as so many professions are now moving to fully qualified or above. Mr Carlisle's own or close to it. A degree means that professional examinations are more easily passed, training periods shorter, and promotion accelerated. The highly qualified are not so subject to unemployment as other groups, and the majority of graduates in most age groups continue to have higher earnings than non-graduates.

Mr Carlisle's remark is even more surprising to a week when Pinniston demonstrates the need to increase the flow of graduates into industry—if manufacturing is to compete in world markets. In fact, Pinniston reports that nearly 30 per cent of Japan's school-leavers enter higher education. It is therefore good enough for the DES to be satisfied with under 12 per cent?

Or is Mr Carlisle trying to depress even further the uptake of higher education places?

DAVID SEGAL,  
Editor,  
Careers Encyclopedia (Cassell),  
Which Degree (Haymarket Publishing),  
London.

### Waiting for UCCA

Sir,—Members of upper sixth throughout the country are waiting. UCCA forms complete with head-teachers' confidential comments brought some of them immediately from first choice universities—often at anything from BBB to BB (from these provincial departments who open Oxbridge and really want a particular student).

After the results of the so-called "Oxbridge letters", some of the brightest have collected "provincial" rejection.

Heads, senior staff and pupils speculate each autumn—will X university or department mind being second choice to Oxbridge, or will they think Y is bright and pleased? Will Y university rescind being lower than Z? Will P interview me? Will Q expect me to take essays with me? Will R give me tests when I get there after an early start and a long winter journey in a strange place, before or after an interview with one, two or three teachers? Dare I risk X when, next year, a boy who seized A.A.B. was rejected without interview?

Standardization would make life dull, but could not university prospectuses be more informative about the grasses expected, the possibility of interview and mere boasts of a department intends to ignore candidates who do not name it first choice?

Most students eventually find a university place, but the better candidates are troubled most, and they have a right of final decision. Is there any way to reduce the uncertainties about of handicapping selection by the universities?

P. E. HATTERSLEY,  
WhiteHeath Mount School,  
Cleckheaton, Yorkshire.

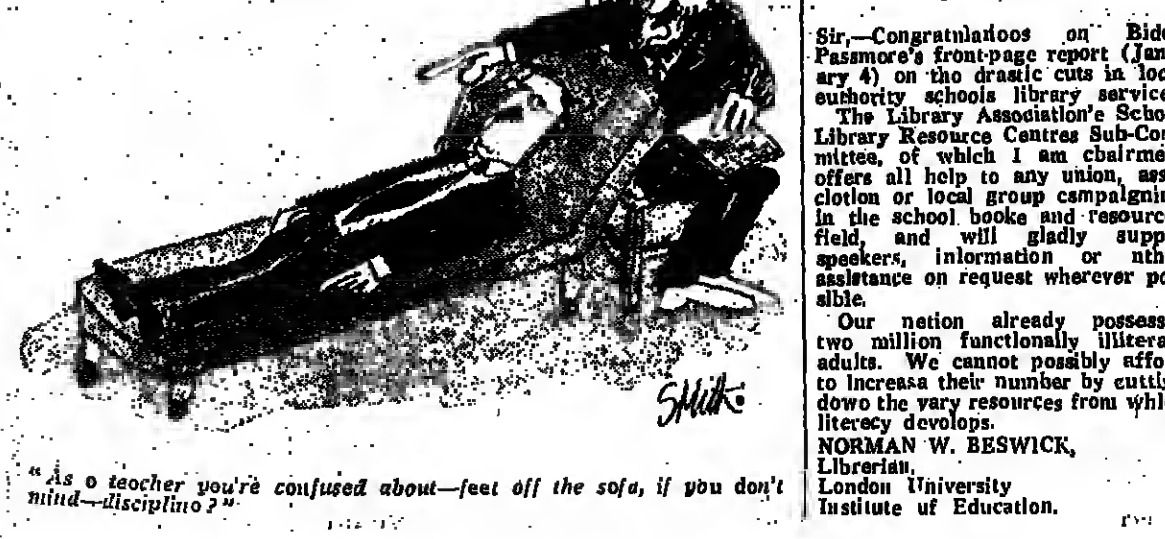
### Abuses of literacy

Sir,—Congratulations on Biddy Passmore's front-page report (January 4) on the drastic cuts in local authority schools library services.

The Library Association's School Library Resource Centre, Sub-Committee of which I am chairman, offers all help to any union, association or local group campaigning in the school books and resources field, and will gladly supply speakers, information or assistance on request wherever possible.

Our nation already possesses two million functionally illiterate adults. We cannot possibly afford to increase their number by cutting down the very resources from which literacy develops.

NORMAN W. BESWICK,  
Librarian,  
London University  
Institute of Education.



## LETTERS

### No to pidgin French

Sir,—Draw, Harry Rée! How refreshing to find an educational pundit who has gone underground to toil at the French chalk face and now speaks on in behalf of those who are doing the work. French teachers are weary of hearing encouraging noises from those who teach experience—if any—is minimal, sporadic or happened so long ago that distance has lent enchantment to their view.

Harry Rée has clearly stated the peculiar difficulties experienced in this subject. Whether we accept his solution or not (and there are practical difficulties in his "language a year" suggestion) he has drawn attention to the gravity of the situation. One of the reasons we have a shortage of 1,600 modern language teachers is that French in curricula is seen by potential teachers in their formative years to be one of the most awkward subjects in the curriculum.

Everyone agrees that we have a poor reputation abroad as linguists.

This is not so in the case of music, which provides us, I think, with a fair analogy. London is the musical capital of the world and our orchestras, brass bands, choirs and so forth enjoy an immense international prestige. How have we achieved this? Not by arguing that because music is good for the soul all children will learn to sing or play an instrument for five years. Much less would we argue that if a child is tone-deaf he must be given more lessons, and his motivation increased by the latest teaching gimmicks!

Yet this sort of thinking is often behind the suggestion that all children must learn French for five years. As in the case of music the emphasis should now be on quality rather than quantity. There has been sufficient proliferation of these so-called 'modern' pidgin French. ARNOLD KELLITT,  
Head of modern languages,  
King James's School,  
Knaresborough.

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- Literacy
- Mathematical Studies
- Child development and learning (3-13)
- Organisation and practice (3-13)
- Educational measurement and statistical methods in research

### Part-time Courses 1980/82

The following two-year part-time courses are offered at five centres within the Institute area, requiring attendance on one afternoon a week for six 10-week terms.

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#### THE MIDDLE YEARS OF SCHOOLING

All students take a main course CURRICULUM STUDIES FOR TEACHERS OF THE 8/13s, together with Foundation courses in Human Development and Children with Special Needs. They also take one of two supporting courses: Education in Science and Technology or Education in the Humanities and Social Subjects.

### 2. CAMBRIDGE

#### EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Directed at teachers of handicapped, disturbed and delinquent children, this course aims in the first year to give students a sound knowledge of the major causes of learning disabilities and to help them relate this to their own teaching experiences. The second year provides more advanced knowledge of learning processes and the acquisition of Language and Mathematical skills and considers ways in which pupils' learning disabilities could be prevented, remedied, compensated for or overcome by means of educational measures and the provision and organisation of other services.

### 3. CHELMSFORD

#### LITERACY

All students take a main course in LITERACY, presenting an overview of the major problems and a conceptual framework for thinking about literacy. This is preceded by foundation units on Curriculum Studies and Language disorders, followed by a supporting course on Social Factors associated with learning difficulties.

### 4. HATFIELD

#### EDUCATION OF CHILDREN WITH SPECIAL NEEDS

After a foundation year concerned with Handicap and the nature of special educational provision, Learning and behaviour change, and Language development and Language disorders, students have a choice of three main courses: EDUCATION OF CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES; CURRICULUM IN THE EDUCATION OF CHILDREN WITH MODERATE LEARNING DIFFICULTIES; and EDUCATION OF MALADJUSTED CHILDREN.

### 5. LUTON

#### CURRICULUM STUDIES

This course should cater for the needs of senior staff in secondary, middle and primary schools who have responsibility for planning, implementing and evaluating the curriculum in their schools. All students take foundation courses in Sociology and the school; Philosophical analysis of classroom practice; and the education of slow learning pupils. The main course in CURRICULUM STUDIES aims to develop understanding of practice by using members' own experience as a basis for course work.



# review

The State of the Language. Edited by Leonard Michaels and Christopher Ricks. University of California Press in association with the English-Speaking Union, San Francisco Branch £7.95. 520 03763 4.

This bumper anthology, made up of contributions from no fewer than 64 writers, and bearing the lengthy subtitle: "An exceptional gathering of British and American observations on English as the sensitive register of our ideas, feelings, and manners at the beginning of the nine-teen-eighties" is a very mixed bag. We have to sort it out as best we can, since the joint editors give little idea in their brief prefaces of the intentions behind the enterprise.

Professor Ricks, on the English side, makes the traditional and unexceptional point that language is a contract between the individual and society, and that this contract needs constant reexamination. Professor Michaels, for America, implies that language requires criticism, and strikes a surprising horticultural note with the rhetorical question: "But what flourish does so well under criticism as our English language? Only our rose-bushes, perhaps, which the world knows we love". I should have thought that any language, and especially English, makes one think of a banyan-tree rather than of a prunable rose-bush.

But neither editor tells us how for the articles were commissioned according to a plan, or whether they were assembled from disparate sources and roughly grouped into categories under approximate headings. Perhaps both processes were followed at once, and the editorial committee rather lost its sense of direction.

The classification of the contributions is uncertain. To quote only one example: Ian Robinson's study of British parliamentary language deals with exactly the same subject as Enoch Powell's discussion of the language of politics and, since the two pieces suggest contradictory conclusions, they would have been more telling if set side by side; but the first is given in the section entitled "Priorities", and the second under "Ways and Means". Then, the articles are written on different levels. The very good ones, as might be expected, are at once descriptive, analytical and normative, but the less good, of which there are quite a few, tend either to be floridly descriptive and short on analysis, or to moralize about language without providing adequate justification for the principles they enunciate.

language is, ultimately, the most democratic of all institutions... because what the majority decide inevitably becomes law

In the descriptive class is a conscientious listing of the uses of the vocative in English, from Alice's address to the mouse—"Oh Mouse!"—to the possible invocations of the Lord God. But there is no comment on the fact that certain forms of hailing have become impossible. I doubt whether a poet could now exclaim: "Oh, wild west wind!" or "Stern Daughter of the Voice of God!" or, interestingly, but unposed, question is: why not?

In the over-normative group are those writers who tend to assume that there is an absolute right or wrong in language. Even Mr Kingsley Amis, who makes some very sound remarks about the semi-literary rife in politics and journalism, slightly overplays his hand, I think, in being fierce about the Germano-Americanism "hopefully". I find it as un-English as he does, but it could possibly fulfil a need, and if it catches on permanently, it will become part of "correct" British English, like a myriad of other foreign borrowings, neologisms and semantic shifts. Language is, ultimately,

## Under the spreading banyan tree

John Weightman  
on the English language now

the most democratic of all institutions, at least among speakers of the same dialect, because what the majority decide inevitably becomes law.

The question of "hopefully", which presumably does not bother the Americans, points to one striking gap in this Anglo-American volume. It contains no discussion of the present state of the Great Divide between the two main brands of English. More than half the contributors are American, and I can tell which they are without referring to the biographical notes at the end of the volume. Not only do they use expressions which jar just as much as "hopefully", such as "to protest" with a direct object ("to protest a decision"), but the whole movement of their style, the balance between direct assertion and irony, or between legitimate seriousness and pomposity, is different from what one finds in British English, however much the writers may vary among themselves, as of course the English contributors do on their side.

I would have expected some major article on precisely this issue: does it matter that I can sput an American by his tone, as he could no doubt spot me? Does it mean that we are thinking in radically different ways that need analysis, even though, technically, we are using the same language? Curiously enough, instead of insisting on this vital point in connexion with the linguistic areas it covers, the volume tends, if anything, to fudge the differences between the United States and Great Britain. It offers a descriptive account of British prison slang, but no assessment of modish British English. These incoherencies give it the character not of an organized collection but of an intriguing lucky-dip, which provides answers to some of the questions—but not perhaps always the most important—that we would like to ask about the present state of English.

Leaving aside, for reasons of space, the fascinating issues raised by the excellent articles on modern Anglo-American art, the present state of philosophical English, language and social change, language and homosexuality in America, etc., I propose to comment on only one major problem, the current uncertainty about the standard idiom. I should mention, incidentally, that several interesting contributions—on Russian views of English, language and television, computer languages, etc.—have really nothing to do with the current condition of the language

as such, and would have been more at home in some different collection.

There is one obvious fact about Anglo-American which makes it unique at the moment: it is well ahead in the race to be the global human medium. Not only is it the language of America, England and the former dominions, it is the *lingua franca* between the major powers, and the external linguistic vehicle of innumerable minority communities whose native speech has no general currency. I find it an eerie thought that so many of the political adversaries of England and America must converse in an approximation to the Queen's English, and sometimes even in exquisite Oxford-cum-Harvard, to hatch their knavish plots against the Queen's Majesty and her remarkable ex-colony. Judging by the lip-movements, it seemed to me that Mr Gromyko and a now liquidated Afghan leader were chatting amiably in English in a silent sequence of a recent TV film, and I also suspect that Valéry Giscard d'Estaing and Helmut Schmidt consult each other in English about how best to restrain Mrs Thatcher.

The far-flung nature of English must mean that it exists in many more varieties than Russian or Spanish, and perhaps even than Chinese, that it is subject to many more foreign influences, and that it raises the problem of the relation of its speakers in a particularly acute form. This is, in fact, the theme running through several contributions, although it is not specifically stated in these terms.

Professor Danis Donoghue and Mr John Dillon write about the irascibility of being English-speaking Irishmen, hilariously fluent in a language which, they feel, is fundamentally not theirs. Several Americans describe the pains and pangs of a first-generation transition from Yiddish, Spanish, Chinese, Japanese, etc., to English. One black contributor, whose name—Geneva Smitherman—sounds like a challenge in itself, begins her article uncompromisingly with the sentence: "Ain't nothin' in a long time lit up the English teaching profession like the current hassle over Black English" and continues in the same vein. Miss Angela Carter, reflecting a mood which is not confined to English-speaking women, ruminates the feminist case against the foreignness of male-dominated language. I sympathize with all these people; I have spent all my adult life working in two languages, French and Standard British English, neither of which is native to me; I know the yearning for a native language that would be an immediate

extension of one's being and a universal recognized mode of expression, but I have concluded that it was a linguistic illusion. Most of the English-speakers in the world start off from some kind of dialect, if not from a different language, and the "standard" form they adopt is not simply a general construct; it is the passport to a wider civilization, and they should have the sense to accept gratefully from the millions of the world of whatever race or class, who have made it what it is.

When Ms Smitherman, writing so scientifically in Black English, says "standard American", "it ain't even a ball-game", she is using a standard American idiom to betray the weakness of her argument. Either American Black are content to live only inside their community, in which case Black English will suffice, or they want to be part of the nation and should be prepared to learn, at least as a second tongue, a language shared by multi-racial America and the rest of the English-speaking world. The point is well put, if a little too morally, by John Simon, an opponent of Ms Smitherman's views, who says "Black English has a perfect right to exist; it just hasn't the right to change Standard English". Actually, it has the right, insofar as it manages to assert there is already a Black, as well as a White, element in current American. But English may contribute to the nation's language; it cannot replace it.

only inner silence  
is native to the mind;  
language is,  
an acquired, mysterious  
sign-system

The dilemma of the standard language as upheld by people like Mr Simon or myself, who might be stigmatized as conscious puritans, is that it exists through the creation and deliberate propagation of rules, and that these rules are under constant and necessary attack by the surrounding linguistic chaos, which is both destructive and creative. In the end, the purist is always defeated, and the sense that the rules gradually change and are always for the better, although deciding what is better or worse in language is often a delicate matter, because "simplification" may be crude and "complication" a source of advantage.

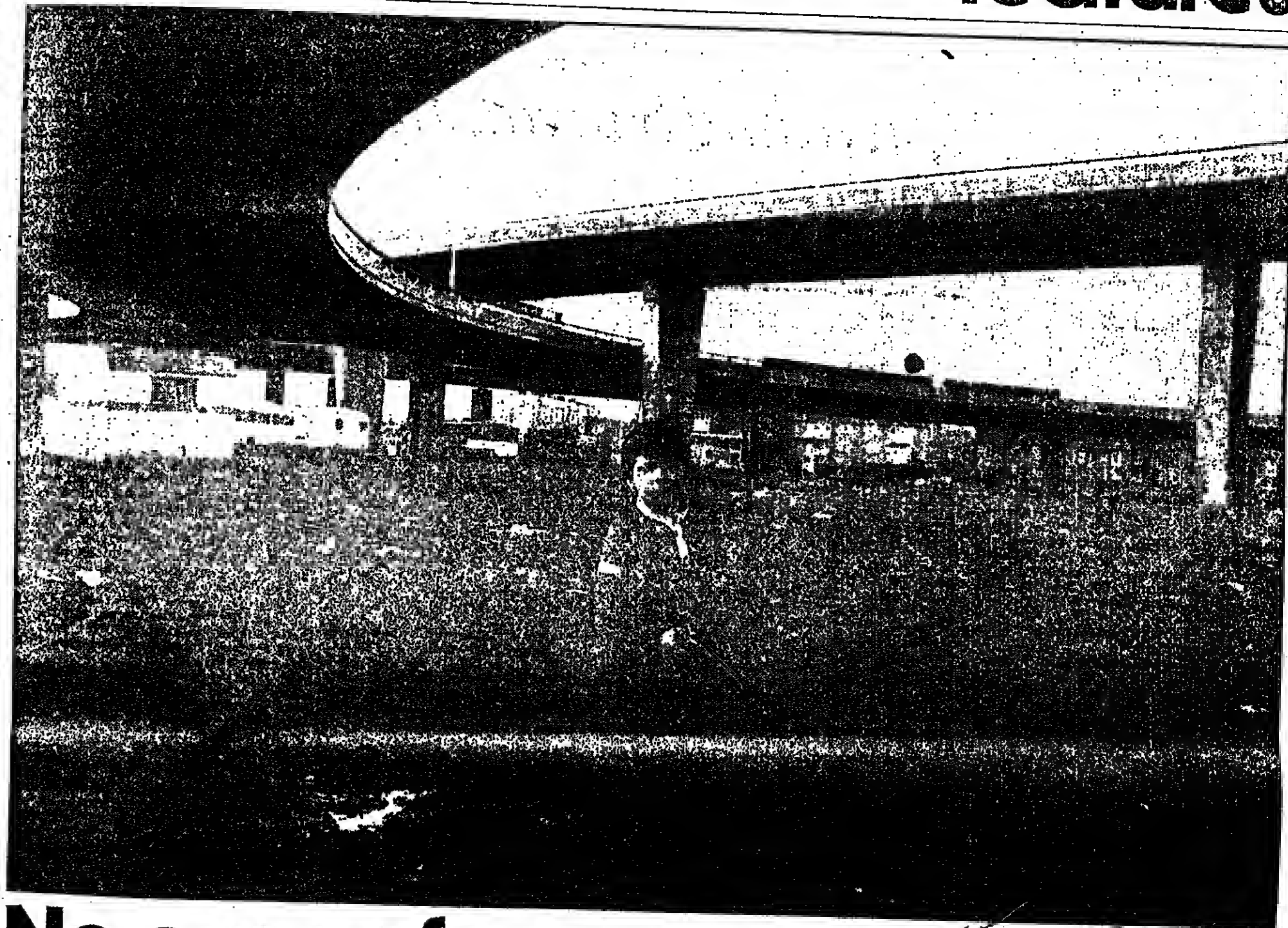
For instance, should we, or should we not, regret the passing of the distinction between "shall" and "will", excellently analysed in a long article by Julia Zeld Boyd? The most we can say is that any great cultural language can only benefit from the existence of a strong body of pedants, fighting a rearguard action and trying to winnow the innovations from the destructive ones, thus influencing the consensus which, in the end, decide.

In this connexion, there are two things present, but not clearly formulated in this volume, which need to be brought to light and dispelled. The first is the standard language necessarily belongs to the "Other", the Establishment, the privileged, etc. This is something I must have felt very strongly on occasions of injustice, in listening to a well-spoken judge solemnly admonishing a criminal who understands only an ill-spoken dialect. This is a painful experience, one which, on reflection, merely illustrates the psychological blindness of the judge.

It is not the existence of the standard language which is wrong, but the fact that the criminal has not had access to it. The standard language does not "belong" to the judge; it is there to be acquired by anyone, even by the illiterate mind of a young enough to set his mind to the task. As Shaw's *Pigmalion* so beautifully demonstrates, the standard language is everyone's property, and should be the central democratic ideal of education. It is a superstition to suppose that dialects, gruff talk, and near-inarticulateness are more genuine and less artificial than the standard. They have their value

continued on page 19

# features



## No cause for concern?

On the eve of publication of a major DHSS report Rick Rogers examines the conflicting arguments about the effect on children of lead pollution, and reports on the campaign to persuade the government to change its policy

Lead is poisonous; it can harm people and it can kill. That is the one indisputable fact in the present controversy over the effects of lead pollution on children.

For a bitter struggle has developed between groups of parents, teachers and scientists on the one hand, and oil companies, civil servants and the Government on the other, over the level at which lead pollution becomes harmful, and the most critical sources of that pollution. Scientists, psychologists and doctors are deeply divided. However, both scientific evidence and public opinion are increasingly pointing firmly to the view that as a society we are tolerating too much lead for our children's good.

Once, the world's lead was buried in ores under the ground. But a useful metal like lead has been extracted and used for several thousand years. By the second century BC its toxic or poisonous qualities were acknowledged; lead poisoning was common in the ancient world. The Romans employed lead extensively for water piping.

In Britain the use of lead was widespread in the Middle Ages. During the 18th and 19th centuries, industrialization greatly increased the operation of lead smelting. Lead poisoning became a serious

problem, both in the home and at work entailing the use of lead.

Since then, the incidence of both domestic and industrial lead poisoning has declined dramatically through improved safety and hygiene measures. In 1977-78, according to Health and Safety Executive figures, 35 cases of occupational lead poisoning were notified under the Factories Act; one was fatal. More stringent regulations for the control of lead at work are being produced by the Health and Safety Commission. In 1975, 65 children under 14 were admitted to hospital with lead poisoning.

Although it is estimated that the total amount of lead to which the general population is exposed has been considerably reduced—notably in food and drink—lead remains one of the most commonly used metals in our society. Moreover, contemporary urban populations are expected to tolerate a high level of lead inside them.

It has been put this way: in an uncontaminated environment an adult man has a natural blood lead level of 0.002 parts per million (ppm), and a total body burden of 2 milligrams of lead; the typical blood lead level of urban man is reckoned at 0.2 ppm, with a total body burden of 200 milligrams. (A Harvard University study in 1979 found that the level of lead

in humans in the USA and the UK is 500 times greater than that in the bones of Peruvians who died 1,600 years ago.)

Dangers still exist because lead is affecting us in ways more subtle and hitherto unlooked for than the previous more straightforward forms of lead poisoning. There is more lead in the environment; the level of airborne lead is increasing; and this is due primarily to the use of lead in petrol, which accounts for most (more than 95 per cent) of the lead content in the air.

Indeed, the environment is now having to accept, and cope with, a "considerable burden of toxic materials". For example, according to the *Digest of Environmental Pollution Statistics* published in 1978 by the Department of the Environment (DoE), "emissions of pollutants such as lead, carbon monoxide, hydrocarbons and oxides of nitrogen from petrol engines rose by about 20 per cent in the six years 1970 to 1976".

Humans absorb lead mainly from food, drink and (to a lesser extent) the air. Official thinking has been that human lead intake from the atmosphere is negligible. But a Government study by Harwell scientists in 1978 concluded that we absorbed twice as much lead from the air as was previously thought—about 10 per cent rather than 5.

Lead poisoning damages the central nervous system, the brain, heart and kidneys. It can cause anaemia, severe abdominal and muscular pains, lethargy, hallucination, paralysis and coma. Sometimes it is fatal.

Children are more vulnerable to lead pollution than adults because of the immaturity of their brains and nervous system, and because they can absorb lead more easily and quickly. The most common way of testing for the lead content of the human body is to find the concentration of lead in the blood (the blood lead level). Children show symptoms of lead poisoning at blood lead levels lower than adults.

More worrying, there is growing evidence that children can suffer the effects of lead poisoning without their blood lead level reaching, or even getting close to, the officially accepted "danger" level. For example, a recent study in Pittsburgh concluded that young children can absorb between five and 10 times as much lead as adults without showing corresponding elevated blood lead levels.

The distribution of lead in a child's body tends to be different from an adult's. Children have relatively more lead in the soft body tissues as opposed to the bones or the blood. Some scientists believe this could explain why children respond more readily to lead. There are also indications that children tend to get rid of lead in their bodies less easily than adults.

Recent studies on children have tended to use samples from their teeth to check for lead level. This is reckoned to be a more accurate indication of a child's "total body burden" of lead, since teeth retain lead longer than blood. In effect, teeth reveal a retrospective or previous exposure to lead; blood reflects present exposure only (up to three months).

Countries differ over what blood lead

مكتبة في الأصل







**Closing date for applications : 21st February, 1980.**  
**Details and application forms from : Irene MacDonald,**  
**Education Liaison Officer, Arts Council of Great Britain, 10,**  
**Piccadilly, London, W1V 0AB. (Tel : 01-679 4494).**



هكذا من الأصل



## books

## Birthday ode for a man of our time

Antony Hopkins on Michael Tippett

Tippett and His Operas. By Eric Walter White. Basil Blackwell, £7.95. 214 pp. 20573 8. Michael Tippett. By David Matthews. Faber £5.95. 571 10954 3. £2.95. 11527 6.

Not surprisingly, Sir Michael Tippett's 75th birthday has been the cause of considerable musical celebrations. Already this month has seen the London premiere of the Fourth String Quartet as well as the first public performance of *Words for Music Perhaps*, a work originally commissioned by the BBC as an experimental fusion of music and poetry by W. B. Yeats, poetry which, together with that of T. S. Eliot, has always had an especial appeal for the composer. The Concerto for Orchestra was performed by the Royal Philharmonic Orchestra and the London Philharmonic Orchestra on Tuesday last night. During the course of the year all of Tippett's published music will be broadcast, an honour that has seldom, if ever, been accorded to a living composer.

When I emerged in the mid-fifties from the Royal College of Music, ill-equipped for any sort of musical career, it was sheer good fortune that led me to Morley College. There I sang in a choir under Tippett's inspired and inspiring direction. With characteristic kindness he took me under his wing, even allowing the choir to perform some part-songs I wrote for them.

I was never his official pupil (I don't think he had any at the time) but he taught me more about the essence of music than anyone else. Nobody before or since shed so much light on the processes of composition. Even though our paths seldom meet now, I remain a devoted disciple.

It was with keen interest, then, that I turned to Eric Walter White's new book. Having long known and admired Mc White's look on Stravinsky as well as his definitive study of the operas of Benjamin Britten I must confess to a certain disappointment with his latest volume, not so much for what it is as for what it isn't.

I had hoped for a detailed analysis of the operas as Mr. White accords to those of Britten; here we have much of interest concerning texts and plots but precious little about the music. There is not a single music example in the book, while two of the chapters are little more than expansive synopses of the plots of *King Priam* and *The Ice Break*. The opening chapter is a sound enough biography, though he quibbles to mention the fact that Tippett underwent a period of psychoanalysis with the Jungian John Layard, an experience which affected him profoundly.

Neither *The Midsummer Marriage* nor *The Knot Garden* would have been likely to have taken their ultimate shape had it not been for the interest in deep psychology and analysis with the Jungian John Layard, an experience which affected him profoundly.

Far the most interesting part of Mr. White's book deals with the



long birth-pangs of *The Midsummer Marriage*.

A number of the composer's letters relevant to this fascinating reading, though there were places where I lunged for gaps

in the text. For example, there was a considerable struggle to find the right name for the male hero of the opera, George, Lance, Denis, Ray and Don all being considered; yet

the ultimate decision, Mack, though without comment. I cannot avoid the feeling that White's book, while providing an admirable preparation for those about to see one of the operas, really is a piece of valuable material for some future author; perhaps White himself will oblige in the course with the more comprehensive study the subject deserves.

David Matthews's introduction to Tippett's music contains far more of general value to the ordinary listener. The first three chapters cover almost exactly the same ground as Eric Walter White's initial historical sketch, so much so that to read them in the same week brings on overwhelming seas of information. However, once he gets to the music Mr. Matthews is consistently interesting; in particular his way of establishing links between such figures as Beethoven and those who still find Tippett's music problematic. Such music examples as occur are substantial enough to give a real flavour of the music though their relevance tends to be somewhat loosely established.

Both these new books are a tremendously readable and revealing study of the man and his music, though as often happens with such a detailed study of his work it is written; I await its arrival with eagerness.

## Liberty and liberalism

A. H. Halsey on Ralf Dahrendorf

Life Chances. By Ralf Dahrendorf. Weidenfeld and Nicolson £8.95. 297 7768 7.

Ralf Dahrendorf is a sociologist and a liberal; and distinguished in both realms the scholarly and the political. Following his *Reith Lectures on The New Liberty* he now offers further reflection on the analysis of liberty and the politics of liberalism.

In a short, ambitious, and difficult collection of essays he records his continuing attempt to articulate the two worlds of thought and action. His connection with both worlds is in direct descent from Max Weber. The founding father remains for most sociologists the prototype of the tension between science and politics as vocations. Dahrendorf's career is something of a recapitulation of the same difficult dilemmas, under perhaps even more difficult conditions. A parallel may also be drawn not with his compatriot, but with an eminent predecessor at the London School of Economics, L. T. Hobhouse, who, at the turn of the century, struggled to make sense of history by sociological analysis, to define progress, and to guide liberal politics. Hobhouse, like Weber, hovered between the academy and the party in unhappy ambivalence.

Dahrendorf is more cheerful than aware of the limitations of both worlds. Yet he has a buoyant capacity to assimilate new doctrine, to change social conditions of action. Thus, for example, he draws on Popper's distinction between the three worlds of (1) the universe of physical entities, (2) the world of mental states, and (3) the world of the properly rational human mind. He similarly catches the significance of Rawls's notion of representative activities, identifies it with Popper's distinction between a life of theory and reflection and a life of practice and action, and corresponds to the difference between Popper's World 3 and World 1 and 2.

Similarly his liberalism is modern. He hesitates even to use the label, being much concerned to

escape identification with either Hayek's negative or Nozick's minimalist position. His "liberal" definition of liberal thought and politics is "unconcerned with the attempt to link the practical chances of the present with the chances of the future."

Hence the book's title, for the concept of life chances contains, for him the main hope of connecting sociological thought to political action. It is a difficult notion, more with precise meaning. Yet Dahrendorf insists persuasively that it is a basic concept.

First, it provides a possible instrument in the unfinished, not to say failed, task of giving meaning to history—to create more life chances for more individuals by extension and inversion. Second, it is the key to the question of what human society is about, as Dahrendorf puts it, "the sub-stratum of social structure; the motive of social practices; the substance even of relations of power; and the dialectic of more than survival chances in the reality of human societies; something where between the philosophy of happiness, the assumption that everything can be measured in dollar terms, and the other assumption that the individual alone knows what has value."

Third, it facilitates the definition of an up-to-date liberalism—not one interested in the uncontrolled nor one which enslaves itself to the dynamics of a false egalitarianism, but one in which change is invariably judged in terms of its capacity for opening up new life chances without destroying those already there.

The argument is brave but beset by many difficulties. Conceptually, it gives meaning to chances as more than the probability of events in social structure, and then distinguishes between options (choices) and ligatures (linked roots). The first notion is said to represent conventional notions of liberty. But in the wake of modernization the new increased options has often been

the reason of ligatures. Ligatures have to be brought into the equation especially if judgments are to be made about the progress of society. This is a considerable theoretical advance. Yet, as Dahrendorf has identified ligatures with fate, it is not clear how they can be brought into the equation of the modern meaning of life chances.

His definition of life chances is a compromise. He relates liberty, equality and chance courageously to redefining the lines of two received truths: the equality is a precondition of liberty, and that liberty at its point had in the trail for equality. I think the misadventure of the trade but that debate must wait. More important, the third in the trilogy of liberty, equality and fate, is nowhere explicitly treated, though his notion of liberty would lead directly to it. Particular, it would bring about the rights to the modern state.

Dahrendorf goes on to tackle the measurement of life chances; this is the weakest part of the book. He attempts a programme of measurement. The programme is certainly necessary if comparisons are to be made and the idea of progress related. On route he uses life chances to improve on Robert Marston's famous essay on social structure and anomie in a way which will delight sociologists. But the complexity of the concept is daunting. No doubt, life chances (LC) are a function of ligatures (L) and options (O). Dahrendorf suggests that LC = L.O. Perhaps even LC = L.O.

But what kind of function? If it can be possible, then Dahrendorf must be wrong in his subsequent suggestion, admittedly full, that one moves away from the centre of four-way table (L, O, LC) to a dichotomous L and O into strong and weak subsets. On the contrary, optimisation would increase as the moved upwards and to the right. The multi-variate character of choices and ligatures, objective and subjective, remains a formidable problem for social science measurement. By seeking a sociology and liberalism still together in his debt.

## Long walk, short book

Harry Rée

A Tale of Five Cities. By John Ardagh. Secker and Warburg. £8.95. 436 pp. 01748 2.

John Ardagh is a good journalist—good for a long feature article—but obviously he likes writing long books too. His *The New France* (Pelican 1970) went on for nearly 700 pages, but then he was concentrating on one country. In the present book he gets through five European cities in less than 500 pages, but the effect of reading it right through might be compared with sitting in a doctor's waiting room with a pile of Sunday Supplements, and being forced to read the lot before the doctor will see you.

To be fair, Mr. Ardagh in the preface suggests an alternative to the current strategy: in each of the five chapters you could sample the particular course that interests you, and take these in one after another. But he personally recommends going through each of the five cities in serial, "maybe skipping". In each chapter he reports on the city's history, its present government system, town planning, civil awareness, cultural life, living standards (with special attention to food and restaurants), education, industry and foreign minorities.

When writing *The New France* John Ardagh had enjoyed his short encounters with French provincial cities and he must have imagined that a rather longer acquaintance with places like Toulouse, Bologna, Newcastle, Stuttgart and Ljubljana might lead to more than a passing attraction. But although all had their attractions, all too had qualities and mannerisms which he found offensive. Paris and London are his regulars, and he must have found it rather tedious to them with some relief, for he is, as he admits, essentially a metropolitan man. This came out most strongly in Newcastle where he gives them a good old-fashioned round and pash account and class

prejudices" made him feel ill at ease; he leaves to our imagination the reaction of the Georgies to him.

He mentions several times the tendency of provincial cities to resent what they sense as the patronizing attitude of their capitals, and to criticize metropolitan superficial sophistication as they contemplate their own virtues. In Newcastle, not surprisingly, it is the eating habits and the clothes which strike our tourist most sharply. He presents a London fashion expert to voice her complaint that "women here don't seem to adapt their style for summer. They always seem to wear fake fur hats and overcoats." And he is led on by the Good Food Guide label for the North East: "A Gastronomic Wilderness, to mock the restaurant's pretensions." French cuisine is his phony as the cuisine. . . . In one pseudo-cliche and the waitress brought me courgettes and looked at them with inferiority. "Would you like . . . or . . . ?" (Dully for her.)

He does, from a distance usually, appreciate the many virtues of the cities: their ability to enjoy themselves without inhibitions, their manifold clubs and hobbies, their reformist spirit, and the fact that they are still 20 churches open in the city where regular attendance at church is 25 per cent of the population, which must be about 150,000. But let that pass. The comments on religion are interesting: "Many young Slovians go to church as a reaction against what they see as the growing materialism of their society; they are not rejecting socialism for capitalist values, but they want more equality and idealism."

John Ardagh is an enthusiastic European, but he found his five cities only weakly reflected in his five cities. He would like Europeans to do more about getting to know ways they can learn from each other; he probably thought he could help such processes by writing this book. . . .

## Guide through the labyrinth

Edmund King on further education

Further Education Today: A critical review. By Leonard M. Cantor and I. F. Roberts. Routledge and Kegan Paul £7.95. 7100 0412 5. £4.25, 0413 3.

Words like "labyrinthine" appear regularly in descriptions or analyses of British further education. Prof. Cantor and Dr. Roberts put us in their debt not only for expiring threading our way through the vagaries of our non-system but for bringing us up to date with the very latest of ad-hoc experimentation and the latest official U-turns.

No sector of British education is in more rapid evolution now than further education, and no sector is more obviously going to be challenged by rapidly changing subject matter and skills together with methods of delivering subject information or arranging for practice, and the external challenge of further education's relationships at home and abroad.

The outer relationships of further education at home are affected by whatever is decided about the structure of higher education in universities and polytechnics, and also about the structure and location of tipper-secondary level studies (e.g. whether some of them are offered in "tertiary" colleges, as chunks or in sandwiches or joint services). Further education's relationships with what goes on abroad

are yearly more involved with comparability of qualifications in content, level, and numbers and types of people trained. For example, if every year we have at least a quarter of a million new entrants, trained for anything, while 55 per cent of young West Germans (and others) are in apprenticeships, that raises questions which British further education must answer. Or at least, officials must answer.

This splendid and clearly written book not merely brings up to date the same authors' *Further Education in England and Wales* (1969 and 1972); it brings up new questions to be answered, and bravely comments on the repeated indications of official lack of policy with practical recommendations from British experience and fairly obvious world trends. That is why this book, sufficient as a most valuable guide to anyone, has a huge advantage over other manuals cataloguing or mapping the parts of the maze.

The authors bring us the "inside view" and the operator's experience at every point; but they also see the huge dimensions of youth unemployment's impact on present resources and personnel, and they rightly foresee the immediate demands of new student populations, newly needed skills, new modes and means of teaching, learning, examining and moving on to jobs or higher education.

The first chapter, on further education, the economics and the last two, on research and curriculum development and on the

future of further education, give us most of the reflective material. But the other seven chapters are shot through with the "critical review" which the subtitle promises. Yet the mysteries of the "pool" of untrained vocational preparation, of the Manpower Services Commission's mandate and munificence, of academic boards, regional management councils and a whole host of acronyms are sharply clarified in a very concise manner.

How many administrators can manage without this book? It is a puzzle; yet it also claims attention by anyone trying to appraise the success or shortcomings of secondary and higher education in Britain—particularly when a comparative perspective is called for in relation to other countries' achievements.

That last perspective—of comparison—is the saddest. The authors of this book occasionally show overt appreciation of that need, and many comments implicitly point to it. It is dispiriting to read repeatedly of our lack of coherence and mutual support which reduces initiative and ingenuity as often to the status of inexplicable local customs.

The authors point repeatedly to hopeful possibilities of consensus and common action; but time and again these have been frustrated (even since 1978-1979 reviews) through official unreadiness to take an overview, let alone a forward and/or comparative perspective. Let us hope that the book's resolute advice will help bring this reform about.

## Among this week's contributors:

Robert Fox writes for the *Corriere della Sera* and was BBC correspondent in Italy. A. H. Halsey is head of the department of social and administrative studies at the University of Oxford. Antony Hopkins's latest book is *Understanding Music*. Edmund King is Emeritus Professor of Education in the University of London. Hugh Sockett is Professor in the Institute of Continuing Education at the New University of Ulster.

for a book on Alan Garner.

Harry Rée teaches at Woodberry Down School.

Hugh Sockett is Professor in the Institute of Continuing Education at the New University of Ulster.

## books

Paperbacks

## Philosophy for policy

Hugh Sockett

Ethics and Educational Policy. Edited by Kenneth A. Sicks and Kieran Egan. Routledge and Kegan Paul £3.25. 7100 0483 4.

"If our Scylla is philosophical incompetence, our Charybdis is to be sucked into philosophical disarray, then we have lost our educational goal." Strike and Egan's introduction to this collection crisply measures why philosophy of education is in these particular Straits. The philosophical cardinals on one side and the educational national on the other have yet to grasp properly. The essays aspire to provide a conceptual and normative treatment of topics currently matters of policy debate; they assume, certainly, that decision-makers are philosophically literate.

Although there are matters of transatlantic interest throughout, these essays bear marginal relation to current United Kingdom educational policy issues. Pratt's essay on cultural diversity is set firmly in the historical and contemporary context of the United States, a cultural base which is quite distinctive from the socio-educational problems which have emerged here since the mid-fifties. Nyberg's discussion of "freedom" in free schools is unlikely to strike chords with Elizabeth House or County Hall.

However, three contributors advocate policies which, though unusual, is a welcome style for philosophy of education. Schrag's previous work to the transition from childhood to adulthood recommending a new legal status between minority and majority, a kind of civic puberty.

Krimerman, paradoxically using a style similar to John White, asks how the present practice of compulsory education can be justified: if it cannot, then education must be voluntary—which he recommends. This essay suffers from an unnecessary comparison with a hypothetical compulsory recreation programme for adults over 50, a failure to distinguish adequately between schooling and education and is banal and rhetorical only when it comes to the nub of abolition as a matter of policy. Green argues for close attention being given to the pedagogies of work within the career education curriculum; implicitly is a set of recommendations for schools, adult educators, and for employers to take up an educational responsibility for their workforce.

Among the remaining essays are contributions to hereditary intellectual test which run through the fabric of present educational provision. Peters' exploratory essay on the ambiguity in liberal education is a rich resource of thought for discussion of any curriculum. Ennis reminds us (what we already know?) that we are all in favour of equality of educational opportunity but disagree about how to implement it.

The fundamental value-bases of educational policies will always provide a grist to the philosopher of education's mill. Advocacy of particular policies, as here exemplified, demands inter-disciplinary cooperation. If it is to be a decision-making. Contributions to a debate are like chaff on the wind of policy development and change; so, while the thrust of the book is to be welcomed, philosophers of education need to use more sophisticated political strategies if it is policy they wish to influence.

## NEW TITLES FROM NFER

## The Unexpected Revolution

Margaret E. Bryant. Foreword by Lord Briggs of Lewes

A readable and well-documented study of the significance and revolutionary characteristics of changes in the education of women and girls in the nineteenth century. Miss Bryant argues that historians in general neglecting the significance of such changes, failed to prepare the western world for the Women's Liberation Movement which burst upon it in the last decades. Distributed on behalf of the University of London Institute of Education. Order No. 8676 02 5. £5.30

## An Approach to the Further Education of the Physically Handicapped

John Penckhurst and Arthur G. McAllister

The Hereward College of Further Education in Coventry is an experimental institution providing further educational opportunities for the physically handicapped. In this book the staff of the College consider and discuss, from their practical experience, the many issues which specifically affect the physically handicapped in this area. In particular, the book concentrates on: selection, admission and assessment; care and medical provision; guidance and counselling; the different approaches of lecturing staff; and opportunities for staff development. Information is also provided in the appendices on the educational implications of physical handicap, on other national F.E. establishments for the physically handicapped, and on appropriate voluntary organizations. Order No. 8462 02 4. £5.50

## Negotiating the Curriculum: A Study in Secondary Schooling

Penelope Weston

By concentrating on a case-study of the 13-14 age group within a comprehensive high school, this book illustrates the very complicated process of negotiation involved in the shaping of the curriculum and argues for more attention to be paid to the processes of deliberation, bargaining and accommodation within the classroom and the subject department. Order No. 8451 02 4. £10.50

## Music Education Review: A Handbook for Music Teachers, Volume 2

Edited by Michael Burnett and Ian Lewrance

Following the format of the first volume, the review is presented in three parts. First there is an examination of important issues in the music curriculum, with an emphasis on long-term objectives; secondly, a selection of review articles on various aspects of the music available for school use and thirdly a catalogue of recently published music for class and concert. An invaluable asset in all hard-pressed teachers. Order No. 8454 02 4. £5.95

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## Children's literature

## Pictures in the stars

Neil Philip on legends

The Heavenly Zoo: Legends and Tales of the Stars. Retold by Alison Lurie. Illustrated by Monika Belsner. E.P. Pic £3.95, 966008 11 5.

It is ironic that the first children's book from a novelist of Alison Lurie's stature should be distinguished rather by the illustrations than the text. Alison Lurie's retellings of various folktales about the origins of the constellations are simple, straightforward, unremarkable. Monika Belsner's accompanying pictures are stunning.

Some of the illustrations, of the Dragon, the Eagle, the Bull, have a rare richness of colour and delicacy of feeling; others, such as the Fishes, the Ram, and the Scorpion, are less compositionally strong, though they still retain a distinctive sharpness of expression. "The Ram" and "The Fishes" are the liveliest of the stories, and it is unfortunate that their illustrations should be the two weakest. Besides these well-chosen and well-told lesser-known tales the abbreviated versions of classical tales (Europa, Callisto, Aesculapius) on which Lurie relies rather heavily seem bare and dull.

"The Ram", from the Balkans, tells the story of the Devil's attempt to create life. He builds a clay man, and makes it, making it and shouting, "Hey, Hey!" God drops by. "Well, how are you getting on?" "Badly," answered the Devil. In the end it is God's "Hey, Hey!" which animates the clay, and God who sets a Ram in the sky, so that mankind would remember what had happened when the Devil tried to create life.

The pictures must have been in the stars have remained surprisingly stable, and this elegantly designed book, rounded, perhaps, with the excellent Bodleian Picture Book 13,



An Islamic Book of Constellations, with stirring the imagination and the eye, provoke scientific, literary and artistic activity in children who have previously only likened stars to tea-trays.

## Travels in translation

Robert Fox

The Travels of Livingstone. The Travels of Columbus. By Gian Paolo Cesernini and Piero Ventura. Kestrel £2.95 each.

These two books are the first English translations of a very successful series of books on great voyages of discovery by the Italian authors, Piero Ventura and Gian Paolo Cesernini. They are large format, books, charmingly and wisely illustrated, with an equally elegant text which for once conveys a serious historical purpose. The translations are produced for Kestrel Books by the original publishers, Arnoldo Mondadori of Milan. Many congratulations must go to them, too, for producing the best series of history books for younger readers to appear for many a year.

Travelers like to joke that their land is one of "Saints and Sinners", and these books are very much written in the vein of this slightly self-deprecating remark. Signor Cesernini is a native Genoese and two of his early books take Genoa as the point of departure and arrival. In *The Travels of Columbus*, and *The Journey of Marco Polo* (not yet translated) we see the townscape of the old port portrayed in a charming detail, of palaces and churches, crowded streets, busy wharves. Each illustration is a journey in itself, and this is part of the delight for younger readers. Some of the pictures are evocatively didactic: ships shown in clear cross-section, new animals and plants encountered are carefully depicted and labelled.

The Marco Polo journey concludes with the birth of the traveler's great memoir, "Il Milione". English publishers must sharpen the translation and editing.

numbers of peoples the Venetian met on his journey, and this sense of wonder fulfils the text of the new series. Behind the descriptions of the wonderful and the strange there is a real attempt to describe the world in which the travelers moved, and the world which they very often changed totally.

Columbus and David Livingstone are shown as enthusiastic, ambitious, limited but with rare insights which brought them fame. One of the main themes is how pure discovery turned into pillage and colonial exploitation, a rather irritatingly pat argument, perhaps, but, in the case of Livingstone and Columbus, not far from the truth.

The author's main approach is to illustrate by paradox. Livingstone is shown as a man who understood both a lot and a little of the African, a difficult character, but perhaps the greatest of all African travellers.

But the conciseness of the argument is often clouded in translation, which in both books has its弊病. The loving detail of Columbus's "Santa Maria" is sadly reduced in the text (also the calculation of nautical miles into kilometres goes awry). The Livingstone book more crudely translated, appears to talk down to its readers in a way that the original Italian avoids.

There are great treats in store. There is a hugely enjoyable journey to the North Pole, full of huskies and polar bears and the great ships of Umberto Nobile. Best of all is the volume on Cook, again full of wonders and paradox. These books are ideal for introducing young readers to history and geography, but before continuing with this aspect of history expedition the English publishers must sharpen the translation and editing.

## How to build an igloo

Philip Sauvain

Biskimoo. By Derek Fargher. Aborigines. By Virginia Lulling. Macdonald Educational Surviving Peoples series £2.50 each.

This series of attractively packaged large-format hardbacks aims to describe "a people's traditional way of life" and then to show "how the people are managing to survive to the modern world". This is accomplished with great panache in both these books with their full-colour photographs, maps, charts, contemporary illustrations from the archives, annotated diagrams, and exciting reconstructions explaining how to build an igloo and how to use a boomerang. Although the books are only 48 pages long, they cover a lot of ground—aided by their large page size, the detailed captions for the illustrations, and a good reference section at the back.

Each book shows where the people lived, explains how they adapted to hostile environments and solved the problems of shelter and survival. The books distinguish clearly between the past and how they have coped with, and been affected by, the pressures of exploitation and the modern world.

If I have any reservations it is that, occasionally, the text is too technical for children—particularly in the case of the Dorset culture and the Eskimo words such as Qajaq, Angakok and Inuit Nungat. For some of the double-page topic headings.

## Topic contrasts

Philip Sauvain

Famous Battles. By Frederick Wilkinson. Peoples of the World. By Ren Hart. Religions of the World. By Sylvia Bates. £1.95.

Weather. By Roy Woodcock. Deserts. By Patricia Monahan. Oceans. By James Parsons. Animals in Danger. By David Black. £1.95. Macdonald Educational New Reference Library. 11.75-11.95 each.

This series of short, full-colour reference books is intended for children from nine to 11. The books are medium-sized in format, with about 42 pages of text, and illustrated in acceptable, if not brilliant, colour. Each title has a full page-size list of contents at the front, together with a short reference section at the back, which includes an index, glossary (where appropriate), bibliography and lists of things to do and places to go to.

As in so many reference books for children, the execution of this concept leaves much to be desired: the book lists, in particular, hardly do justice to the range of relevant literature available. Quite a few subjects such as Peoples of the World and Famous Battles have been given priority with Weather, Deserts and Oceans is not exceptional. Nor is any illustration offered for the choice of the 11 famous battles covered here. They include Agincourt but not Crecy, and Plarney and Little Bighorn on the Arica, Atlantic the Summer.

But the books are well illustrated, and the illustrations are of a high standard. The books are well illustrated, and the illustrations are of a high standard. The books are well illustrated, and the illustrations are of a high standard.

## Animals come to life

R. C. Vernon

Animal Specialists. Hunters, Migrants, Builders, Nocturnal. By Malcolm Ellis. Dunt £3.45 each.

When studying the detailed anatomy and physiology of any particular animal, it is important always to remember that as a living being it was a member of an animal and plant community. To understand that the subject of one's dissection is a microscopical examination, or even the beautifully mounted but now motionless museum specimen, once built a home for shelter and warmth, hunted, in many cases ruthlessly, for its food and perhaps revelled in immense distances to breed or overwinter is important. This is the knowledge that breathes the life into the now perhaps quite unrecognizable laboratory preparation.

In emphasizing this point these books could well form a valuable addition to the school science library. Although the text is neces-

## From allergies to warts

Peggy Heeks

Feeling Awful. By Lesley Newsom A. and C. Black £2.75, 7136 1916 3.

Be reassured, this is not yet another book of middle-therapeutic, explaining that bad temper, sulks and jealousy are normal and permitted emotional states. Lesley Newsom is a biologist and her *Feeling Awful* confines itself to the maladas of the body, describing the cause of common ailments and injuries and their treatment.

An introductory section gives background information on the nature of cells, bacteria and viruses, and the body's defence system against disease: after that we are off on a tour of problems from allergies to warts. This is subject matter not represented in books for children. While there

are other works which generally have the body's defence system as their theme, one would be hard pressed to find coverage of such topics as cold sores, warts, and stomach upsets. The book is a fittingly informative, and a scientifically accurate, introduction to the body's defence system. It is a book that children will find interesting and useful.

By contrast *Deserts and Rain of the World* both offer facts, mainstream topics and comprehensive coverage within a single and accessible format. Many sub-headings make the information accessible, the on the other hand, has an over-kill of very few sub-headings, its usefulness as a reference in the classroom is limited. *Animals in Danger* lives up to its title with an up-to-date text and attractive illustrations. It is a very good book, although it is not so very different from the other titles in the same series as *Peoples of the World* had the most daunting title. The book is a very good book, although it is not so very different from the other titles in the same series as *Peoples of the World* had the most daunting title.

The author of *Peoples of the World* had the most daunting title. The book is a very good book, although it is not so very different from the other titles in the same series as *Peoples of the World* had the most daunting title. The book is a very good book, although it is not so very different from the other titles in the same series as *Peoples of the World* had the most daunting title.

## resources

## Elements of struggle

JAMES BROMWICH visits the new National Museum of Labour History

National Museum of Labour History, Lincolnsquare Town Hall, Commercial Road, London E14. Opening hours: Tues-Fri 9.30-5.30.

Museums of social history are widespread. Most of their displays consist of the relics of work and the paraphernalia of the home. The really good ones provide a non-organic picture of many sides of ordinary life, often with an emphasis on the 19th century because of the greater survival of more recent material. Indeed, all museums are open to the criticism that they are simply buildings housing a collection of objects, brought together by a greater or lesser degree of chance, and because these objects define the image of the past that we take away with us, the image can only be uneven and partial.

The unavoidable stress on objects can also lead to a false picture of how most people lived—at least up to the end of the 19th century—where poverty literally meant the possession of very little.

Most modern museums try to display their collections in a context. Thoughtful and well researched planning has led to carefully reconstructed house interiors or even street scenes, but they can only be static images, reconstructions of a period. We must obtain our sense of historical change

through contrast. Good education services can help children perceive the differences and even "people" the constructions by sensitive and imaginative activities.

However, it is extremely difficult to show history as a dynamic process, and generally the least stressed aspect is the element of struggle both to gain a living and to improve it. The domestic framework of the museum may be realistically reconstructed, but details of the knitter's life and his relationship towards the economic factors that governed it have normally to be sought elsewhere through reading and by the photographer, often a hardy corrective to the essentially theoretical nature of a reconstruction.

The National Museum of Labour History tackles this difficult but vital area. The Museum developed from the wish of the Trade Union Cooperative - Democratic History Society to have a means of publicly displaying the archive and other material they were assembling. The borough of Tower Hamlets gave them two large rooms in Lincolnsquare Town Hall; the larger became the display room and the other a lecture room. It could easily have become a pious corner of the past and dead events, redolent of concerns once deeply laid, but relegated here to a backwater in East London.

However, those concerned with the museum, and particularly its curator Terry McCarthy, are deeply

aware of the need to show that history is a process, to depict the struggles which took place in the past and relate them to the present. The museum's situation in itself gives an immediacy to the dockers' strike of 1889; sharing the buildings as it does with the local Social Services office ensures a more overt reminder of the continuity of problems. In 1981 the museum will move to new premises in the Mile End Baths (paid for by Tower Hamlets) where they will have a purpose-built library, teaching rooms, a projection-lecture room and three galleries. The swimming baths will remain, as a living link with people in the area, and help to bridge the potential gulf between intellectual and social activity.

The collection at the moment consists of a relatively small number of memorabilia, of which the most outstanding pieces are the 26 Trade Union banners. Priority is given to what are conceived to be the major aspects of work and popular movements in the nineteenth and twentieth centuries: Peterloo, Chartism, Trade Union development, women's rights, etc.

There is a lack of professionalism, especially in the over-use of written material, often cheaply printed. Obviously more space will be given to the introduction of more pictures and relevant objects, but this area does not represent the core of the museum's resources or purpose.



Above, from a woodcut of mill making. Right, Robert Owen, founder of the town and model mills at New Lanark. Both pictures are part of the collection at the National Museum of Labour History.



The museum wishes to open up the study of working class life and its social or political movements to anyone who is interested, from the secondary school up. Visiting groups receive a talk which is linked as far as possible to their particular interests and needs. For a typical London comprehensive school studying the dockers' strike, this would entail reference to the social and racial make-up of the East End in the 1880s as well as New Unionism. The archives of written documents, photographs and other museum premises are available to such a group, as are photocopied primary sources and secondary commentaries on a variety of topics. There are also cyclostyled surveys such as that on women (a broad survey of the changing role of women emphasizing their function in work) and some five pamphlets like Reg Beer's on the match girls' strike of 1888.

Much of the current material can be best related to the local context of the museum, but its travelling exhibitions are well put together—those on "Women at Work" and "Fascism in the Thirties" use particularly evocative photographs. A young student studying history in a secondary school or in further education classes can be moved and stimulated intellectually to a greater awareness and understanding. The boroughs of Tower Hamlets and Hackney have helped by financing the new museum premises: now it is surely the turn of the major organizations of the working class, primarily the trades unions. The museum need not simply be "the major institution for the preservation of historical material operated by the Labour movement", but it could also be the major means of spreading knowledge of that history.

## Changing shapes

by P. C. Davey

Mathematics in the Middle School. Objects with one line of symmetry. Tessellations with one shape. Everyday angles. Everyday solids. Slides/folios, each with 12 slides, £3.15 each, plus VAT.

The Slide Centre, 143 Chatham Road, London SW11 6SR.

These slides/folios are part of a wider range. Each set accompanied by a brief observation on the general educational principles involved, followed in each case by a listing of the 12 slide subjects, and comments on their use and associated pupil work.

It is argued that, in spite of recent rehashing of mathematics curricula, most of the traditional basic concepts continue unchanged, but that "modern mathematics" additions have introduced concepts which have never become established in most curricula. It has become important to ensure that today's pupils soundly grasp both sets before their main secondary course.

*Mathematics in the Middle School* promotes the grasp of important, selected concepts by examining them in attractive visual forms. Examples are sought from familiar materials and settings, from which mathematical ideas can be recognized and abstracted. It is sensibly argued that casual contact alone could not replace the quiet exploration of a number of quite varied examples.

In "Objects with one line of symmetry", as in other folios, it is suggested that the slides may be used in different ways. In introducing symmetry, the teacher might use the slides to illustrate the basic concept and indicate in each case where the line or axis of symmetry lies. All show aspects of the culture and settings, from which mathematical ideas can be recognized and abstracted. It is sensibly argued that casual contact alone could not replace the quiet exploration of a number of quite varied examples.

Notes on follow-up work suggest constructing solids from suitable nets, building up cubes and cuboids from 1 cm units, assessing the volume of each, and arriving at how it can be computed. The pattern of illustrating mathematical ideas in familiar settings has been consistently followed in these slide sets. The slides are not strikingly unusual, but they constitute a sensible variety of settings and applications. Colour contrast and definition are usually good. Teachers could readily incorporate them into their courses, for they offer a very flexible tool. Others might well be tempted to experiment.



From Life of a Longhouse Family in Malaysia.

## Some happy families

by Bryan Waites

Life of a Longhouse Family in Malaysia.

Life of a Malay Family. Life of a South African Town Family. Filmstrips with notes published by Hugh Baddley Productions and available from The Slide Centre, 143 Chatham Road, London SW11. £4 each plus 6p VAT. Slide sets also available at £5.50 each plus 6p VAT.

These colour filmstrips are part of the series "Families of Other Lands". They comprise between 30 and 40 frames each and have generally been photographed specially on location. They are accompanied by notes which though very brief are adequate. The aim is to study the everyday life of actual families.

*Life of a Longhouse Family* examines a family of Sea Dayaks living near the Rajang River in Sarawak. Excellent colour photographs show the longhouse in detail, explaining special words such as *bilak*, *tempong*, *ruai* and *pantai*. There are also scenes of everyday life in the longhouse, craftwork, farming activities and evidence of the importance of river transport.

*Life of a Malay Family* looks at a family living in a kampung at Shih, the second biggest town in Sarawak. There are good indoor shots of family activities, the multi-

racial school and fruit and vegetable growing, with close-ups of tropical plants.

A highlight is a view of the inside of the local mosque and Koranic school, rarely photographed before. Again, the standard of photography and reproduction is excellent. Since both settlements are situated along the Rajang River but contain many sociological differences the teacher might compare and contrast them with advantage.

*Life of a South African Town Family* is very different since it deals with a white, upper class family living on the outskirts of Johannesburg. The father is a building contractor and the family lead a very "Western" life. There are scenes of going to work, school, shopping and leisure activities for beyond the means of most Africans. Some good views are given of the city but are not scenes give only a hint of racial separation. Provided that the authors also include a poor African family in their series, then this will be a viable filmstrip.

The filmstrips are very suitable for primary schools since they give such good detail of everyday activities. For secondary schools they need a little more stiffening by the inclusion of maps, diagrams, and perhaps some statistics, and would be suitable for first year Humanities programmes since they are more sociologically orientated than geographical.

## Video inside jobs

The Distributive Industry Training Board has produced four new video training programmes which are being reviewed at centres in Glasgow, Liverpool, London and Bristol.

The titles are *The Welcome Mat*, on induction training and the large staff turnover during the first weeks of employment; *Identikit*, which deals with the problems of arriving at a blueprint on which to base the selection of a manager for a business; *The Inside Job*, which examines some of the things that go wrong during training seasons and *Pass It On*, which examines the problems of communicating to the customer too much or too little information about a particular product.

The four programmes are available for hire on video cassette. Identikit is also available on 16mm. Further information from The Sales Department, DITB, MacLaren House, Talbot Road, Salford, Manchester M32 0PP.

## Technological talks

The Educational Institute of Design, Craft and Technology is holding its annual conference at Avory Hill College, Bexley Road, London SE9, on April 8-11.

The conference, which will run in conjunction with Educational Equipment and Schools Craft Exhibition, will cover such topics as Courses, Curriculum Control and Technology Terotechnology and will include a panel of speakers from Colleges and University departments.

Further information from the Conference Secretary, 156 Coopefield Drive, Daranah, Dartford, Kent.

The Council for Educational Technology has published *Annotated bibliography on educational resource organization and related topics*, compiled to support a CET report on resource organization in secondary schools. While making no claim to be a comprehensive survey the booklet covers such occasionally overlapping areas as cataloguing, architecture, regional centres and library-user education. There is also a list of useful journals.

The bibliography costs £3 from the Council for Educational Technology, 3 Devonshire Street, London W1N 2BA.



## resources

## Stories of everyday things

by Mary Anne Woolf

**Wool and Mutton**  
Milk and Beef  
The Story of Livelyday Things series.  
Oat Drains  
Filmstrip including notes with commentary. £4 each (excluding VAT and postage).  
Commentary on the first two available on cassette at £3.25 each.  
Hugh Baddeley Productions, 8 Brompton Road, St Albans, Hertfordshire AL1 4PW.

Our Drains is the best of these filmstrips, not so much because the subject matter is less familiar as because it is the least ambitious. It makes no pretence at being anything other than a straightforward account of our drainage system. The filmstrips on milk and wool try to do away from this straightforward approach, and the effort is a failure. The attempt to be more imaginative and stimulating ironically serves only to make these two strips even less inspiring than they might otherwise have been.

Beef and mutton, milk and wool, all come from grass, "with quite a lot of help from the cattle and farmers, of course." This cartoonish introduction is made at the start and conclusion of both the filmstrips. They begin with a farmer milking a cow, and then a butcher cutting up a carcass. The filmstrips then show the processes of milking, slaughtering, and butchering. The filmstrips are produced with this device to seek to move away from being the factual account that they essentially remain.

Milk and Beef begins with a cow grazing and a diagram of a cow's stomach. It continues with the two styles of milking parlour, collection of the milk by tanker, the pasteurising and bottling processes, and then returns to the delivery of milk to the doorstep.

Wool and Mutton shows sheep being sheared, fleeces rolled and the wool being washed. The processes of carding, spinning and weaving are shown being performed both by hand machinery and by school children using the simplest methods, which adds clarity.

Both farming strips have sections on meat production, which give less detail than that given on milk and wool, but do touch on the question of different breeds and the purpose of cross-breeding. They show cattle markets, wholesale meat markets, retail butchers and the dining room table, but barely mention abattoirs.

The commentaries for these two strips, while providing most of the



necessary information, are unimaginative and when they move away from straight facts, even say that his dinner to think sheep for. Besides the commentaries, the notes also include a few questions, which either test the pupils' absorption of facts presented by the strips or exhort them to make lists of various wool or dairy products.

The stated aim of these two strips is to provide children with the vicarious experience of visits to farms, factories and markets. Whether any filmstrip could succeed is doubtful, but the attempt is valuable, since it is unlikely that real visits would be made. Aimed at the seven to 13 age group they provide sufficient technical detail to retain the interest of the older children, while containing simple enough to be readily understood by the younger children.

Drains are not usually thought of

as attractive objects of study, yet once embarked upon they are a most interesting topic. Our Drains could be used in many areas of the curriculum, as a starting point for science work, in a historical context or in a course on civics or hygiene. The opening picture—an open sewer running down the middle—reminds us of the importance of modern drainage to our society. This film-



strip explains how the drainage system works. Pictures and diagrams show the passage of clean rain water and dirty domestic and industrial waste water from the drain pipe to the sewerage farm. There are details of water traps, safety precautions taken by those working in the sewers against dangerous gases and sudden storms, and of the care taken to prevent pollution of the rivers.

Although it is aimed at the primary, middle and lower secondary range, it is perhaps too difficult for children under 10, even if some of the detail is omitted, as suggested in the notes. All three filmstrips are of good technical quality and present information clearly. As is the case with most visual aids, their educational value depends on the context and the way in which they are used by the teacher. In the context of larger projects all are solid and useful resources.

## Heroics in the parlour

by Colin Evans

**Myonries of Osbourne, 1.3.80.**  
Shilline Hamman, 1.4.35.  
Parlour Poetry 1.15.  
Sydney Specialised Recordings Ltd, The Barron, Longstone Farm, Ruislip, Middx.  
Ballet Shoes, 1.15.50.  
Held, 1.9.  
Argo Record Co Ltd, 115 Fulham Rd, SW3.

For a number of years, Sydney have provided a selection of records of musical interest, which would prove useful in the classroom. The Parlour Poetry series is of special interest to those whose teaching requires a more subjective exploration of aspects of the Victorian Age, and *Myonries of Osbourne* is an interesting insight into the life of Queen Victoria and other members of the Royal Family, seen through the eyes of Dorothy Blake, Osbourne House, on the Isle of Wight, was bought by Queen Victoria in 1845, and both she and Prince Albert were frequent visitors in later years.

Dorothy Blake was born at Rarion Manor, on the royal estate, and on this record relates memories of her childhood life there, frequently in the company of members of the royal family. The recording, made 15 years ago, takes the form of an interview which at times sounds rather stiff and formal. There are some curious snippets of information, but the overall effect is one of a historical document. The *Shilline Hamman* is a cylinder musical box and several other records used to create the effect of a historical document. The *Parlour Poetry* is a collection of poems, and the *Ballet Shoes* is a collection of dances.

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## Aesthetic contradictions

by Liz Heron

Cuts in spending on education, massive reductions in public subsidies to the arts, and the whitening down of community services will almost certainly have the effect of narrowing the possibility for the kind of experimentation and radical cultural activity that flourished during the past decade.

To take stock of the situation, the Society for Education in Film and Television has organized a weekend school on *Culture and Politics*. It will examine the many and contradictory relations of culture and politics, and will attempt to draw together the disparate strands of theory and cultural struggle. SEFT hopes that by widening the debate at what it sees as a critical time, it will be possible to consider the tactics and strategies needed to face economic stringency and restrictive policies.

During the past 10 years the Women's Movement has raised the issue of "the personal as political" and at the same time generated whole new areas of cultural production: women's cinema, theatre, and the growth of a feminist literature in the output of the feminist publishing houses and elsewhere.

## Rescue on the rocks

*Rock Climbing 2* is a filmstrip designed to improve the beginner's climbing technique. Produced in collaboration with the British Mountaineering Council by a lecturer in Outdoor Education at Lingfield College, the filmstrip covers the leader's equipment, leading in lead, protection and, checkers, rope-

work, retreat and will test the same material is also available as a set of slides. Both are available at a set of accompanying notes. *Rock Climbing 2* is available from Educational Filmstrip, 115 Fulham Rd, SW3. *Rock Climbing 1* is available from Educational Filmstrip, 115 Fulham Rd, SW3.

number of stock characters, overworked children dying of a cold, hunger, mothers weeping, and a whole range of other clichés. The *Myonries of Osbourne* is a collection of poems, and the *Parlour Poetry* is a collection of poems.

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## Eating our words

NICK THOMAS reviews two series, for primary reading and maths

**Radio Thin King**  
BBC Radio, Mondays, 9.55 a.m.  
Maths-in-a-Box  
BBC Television, Tuesdays, 9.58 a.m., Fridays, 10.15 a.m.

These two new series are aimed at helping young children learn basic literacy and numeracy. *Radio Thin King* is a resource for children up to eight years old who are finding it hard to get the grasp of reading (but is not intended for remedial reading classes); and *Maths-in-a-Box* is a fantasy serial with mathematical content for six to seven-year-olds. Both series try to serve the whole range of teaching schemes and methods in these areas.

A radio series about reading may seem slightly paradoxical, but *Radio Thin King* concentrates on auditory discrimination, on getting across to children the fundamental point about letter-sound relationships. In effect, the morpheme-phoneme distinction as complicated by the vagaries of English spelling. It does this mainly through the kinds of word-play based on these relationships which children are already familiar: puns, jokes and

Each 10-minute programme features four characters: Thin King himself, the owner of Word Castle; Mr. Builder, who puts words together; Bank Worm, who eats bits of words (to Mr. Builder's huge annoyance); and with the usual *Radio Thin King* style, the straight man and presenter, Alfie Bet. The characters are distinguished by

regional accents, which overcomes, on this sort of programme, an emphasis on sound discrimination can easily appear to be imposing "Home Counties English".

These programmes are very funny. Not a trick has been missed in exploiting the possibilities of verbal humour, so much of which is based on precisely the kinds of rules and distinctions which must be understood to attain literacy. A major feature of each episode is a quiz, "which of these words is the odd one out?" (because it starts with a different sound?), and so on; linked to pictorial work sheets which are provided by the BBC as spirit duplicating masters.

The series uses ingenious techniques for looking at consonant digraphs and blends, at voiced/unvoiced consonant pairs, at the final "magic e" which changes the vowel sound, and so on. *Radio Thin King* is based on a year's research, and on considerable care and thought. It should be a very useful resource, especially if taped and used at a faster rate than the 10-minute episode a week. A great advantage is that this kind of programme avoids slow readers being stigmatized by using "baby" language. In fact, listening to *Radio Thin King* should be experienced as a pleasure.

*Maths-in-a-Box* employs a more elaborate story line, but is equally engaging, in fact, for tension to arise between the demands of the narrative and of the educational content. Two children meet a creature named Pawka, a somewhat uneasy blend of leprechaun and UFO-naut,

who travels in a magic box. He has considerable magical powers, but is dependent far mathematics on his computer, which has been damaged. So he enlists the children's help in teaching his computer, and himself, some basic concepts of mathematics. The topics covered have been chosen on three criteria: variety, suitability for television treatment, and appropriateness to the abilities of six to seven-year-olds. They include pattern and number, sets, area, place value, length, weight and symmetry. The series is not tied to any particular mathematics teaching scheme—indeed, like *Radio Thin King*, it has to pick its way carefully through the minefield of controversy over teaching methods.

The main question about *Maths-in-a-Box* is whether children will easily make the move from the narrative to the mathematics. Obviously the role of teachers is crucial here, and the teacher's notes offer a great deal of material on how to develop the mathematical implications of the programmes. One other question is whether, in fact, it is desirable to associate mathematics so strongly with computers (there are also computer-type songs and music) at a point when our culture is tending to hand over basic mathematical skills to calculating machines. The programme's format to some extent risks splitting mathematics between two kinds of magic: computers and leprechauns—and abandoning the crucial central area of effective, practical interaction with the world around us. But the makers of the series are clearly aware of this danger, and do their best to emphasize the concrete application of mathematical skills and concepts.

## Briefings

Radio and TV CE and OU

**Focus on Communications** (Sunday, 9.40, BBC 1)  
Comic sketches illustrate the methods we use to communicate with others. The series analyses the relative effectiveness of speaking, writing, reading and understanding. A Better Read (Saturday/Sunday, various ITV)

This Tyne Tees series continues with a study of "Family Chronicles".  
**Creole** (Sunday, 18.00, ITV)  
Should Moslems be allowed to follow Catholics and set up separate schools? Is educational segregation good for race relations?

**For Schools**  
*My World* (Monday, 9.30, Wednesday, 9.52, ITV)

Why does the dog never catch up with its tail? "Spatial Relationships" attempts to crystallize the ordering of objects.  
**Communicate** (Monday, 9.52, Wednesday, 10.40, BBC 1)

For 13- to 16-year-olds whose linguistic ability does not reflect their intelligence.  
**Merry-Go-Round** (Monday, 11.00, Thursday, 10.10, BBC 1)

Eight 15-year-olds continue study of "The local community".  
**Making a Living** (Monday, 11.39, ITV)

"No. Pascazo" — a 60-minute play in three parts on the rise of fascism in the 1930s. Teachers are advised to videocord each part and show the play continuously to the target audience of the over-14s.  
**Drama Workshop** (Monday, 11.40, VHS)

Three programmes set during the Second World War offer reminiscences and ask for reactions from 11- to 13-year-olds.  
**One of the Past** (Tuesday, 9.35, BBC 1)

## Leads to dogs

by William Dale

**Dogs**  
15 mins. £5.80 a day.  
The Blacksmith  
Norfolk Cammy, 11 mins. £5.50 a day  
Barb 16mm colour  
Dimensions Films, Beaconsfield Road, London NW10 2LE

Dogs shows us the familiar in unfamiliar detail, using slow-motion and close-ups to provide a view of dogs that may surprise anyone—how dogs lap water, for example, a process too fast for the naked eye. It is anyway unusual to have the opportunity of watching dogs without other demands on our attention. And those dogs form a sizeable tribe, a context for very different kinds of behaviour—clasper, one imagines, to the natural social order.

These are country animals, roaming through fields and streams; accompanied everywhere, unfortunately, by mood music of the most irritatingly anthropomorphic kind, imposing human emotional tone in a way which goes against the whole purpose of the film. But apart from this—and as there is nothing else on the sound-track or could always simply switch it off—the film is both beautiful and interesting. There is no clear slot in the timetable for it (though it has obvious relevance to biology, and could also be a sneaking point for creative work); perhaps it should be shown simply as a treat.

The Blacksmith also encourages us to look more closely at what we take for granted. The craft of the smith is much more elaborate and complex than simply shoeing horses. This film looks at a Norfolk smith, and tries to show how the modern craftsman works in continuity with tradition, while utilizing modern technology. Rather too much time is spent looking at the finished product, ornamental wrought iron (actually, these days, mild steel) rather than at the work itself. However, used in conjunction with written material (the section on smiths in Ronald Bythe's *Athenfield*, for example, or in George Ewart Evans' books), *The Blacksmith* could be a useful eye-opener.

## Chats with Caesar

by Tony Howarth

**Resource Units: History**  
BBC Television, Wednesdays, 11.40-12.00. Repeated Tuesdays, 10.38-10.58.

Robert Erskine is an impressive sort of chap, one of those hearted, outdoors types who can hold you on the edge of your seat yet works with the same kind of material with which any old form teacher used regularly to drive me mad. He is a Bellamy-type enthusiast, but with a bit less fuzz. When I met him he was chatting to Julius Caesar.

The new Roman wog-basher and murderer was having one of his rare evenings off somewhere in a third of Gaul, and trying to catch up with his memoirs, when he walked Robert Erskine and started doing a sort of Puckishman show.

Croft little wog, Caesar. Made out he knew all about the British: you know, panning around in the albatross except for the bungles and punk hordes, and with filthily vulgar language. And as if to prove Erskine's point, he pulled out his long change and showed us a coin with a head on it like Mick Jagger. That was not all. According to Julius, the Brits went in for human sacrifice (it takes one to know one).

But old Parky Erskine had got Julius's number. Not enough evidence, he said, for British Druids doing the Aztec bit—though in a French Druid's picnic area complete with skulls and suggestive sculptures.

You can see Erskine's exposé in a set of five programmes which

the BBC and the School Broadcasting Council, with their customary flair for the risqué, have entitled *Resource Units: History*. Aimed at the 11-13 market, they would also go down a treat with your older primary pupils. The first programme, already broadcast, is set in the city-states of Greece; while in the second, "The Sea, The Sea!" Erskine looks at the Greeks as ship-builders, traders and colonists. Some natty touches here—as when he describes a trireme with the help of 200 boys and girls, 200 poles and a school playground.

The interview with Caesar forms part of "In The Country Of The Setting Sun", in which Erskine also seeks out the ancient Britons and watches Celtic craftsmen turn out some sublime artefacts.

By the time "The Military Machine" is running this country, the Romans have subdued the Britons and built their Wall. While the organization of the occupation is described in a dialogue between a Roman legionary and an Asturian auxiliary, Erskine pops up with excellent short accounts of Roman surveying, the forts with their granaries and laws, and the military of military tactics, and on it like Mick Jagger. That was not all. According to Julius, the Brits went in for human sacrifice (it takes one to know one).

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"Many competitive festivals turn out to be a rather awful hybrid of circus, a sporting competition with trial by jury, but the Thames production team seem to have got this formula just right."

"... it must be said that *Fanfare for Young Musicians* possesses an integrity of purpose not always preserved in a medium too easily given to exploitation."

Andrew Pegg, T.E.S., 21.12.79

Thanks to the T.E.S.  
we don't have to blow our own trumpet.  
But we'd like you to come and blow yours.

In reviewing last year's finals of our 'Fanfare for Young Musicians' competition, Andrew Pegg said some very nice things about it.

Right now we're seeking entries from musical groups for this year's competition, offering them the chance to win substantial financial prizes.

It doesn't matter what instrument you play (in the past we've had Ceilidh bands as well as more conventional string groups). Nor does the type of music matter; it can be whatever you like playing best.

The only stipulation is that you have to be under 13 on December 1st 1980 and that you must play in a group of not more than eight.

If you'd like the opportunity of winning one of the prizes - plus the chance of performing on Thames television, write to the address below for details enclosing a stamped addressed envelope.

Fanfare for Young Musicians  
Thames Television Limited  
Teddington Lock, Teddington  
Middlesex TW11 9NT





# talkback

## ROSLA— what went wrong?

John Thorley

Whatever happened to the Raising of the School Leaving Age? Are our less able 16-year-olds now much better educated than they used to be? Are they happier, more satisfied beings? I put my hand on my heart and say, despite our honest efforts in schools all over the country, on the whole they are not. And I regret to say the 16-year-olds themselves, the population at large, and employers in particular, seem to agree with me. Well, what went wrong?

Two things went wrong. The first was that within a year of the raising of the school leaving age in 1973, i.e.s. were busy cutting their spending. In 1980 they are still busily cutting their spending. Capital allowances are now commonly about 50 per cent below 1973 purchasing power. And all this happened when many secondary schools had already committed themselves to Staffordshire, Schools Council courses, resource based learning and such commendable, though expensive projects.

What money was left specifically for the needs of the less able 15 and 16-year-olds? Very little, or to be honest, nothing. And the teachers? In most cases the pupil-teacher ratios have altered little since 1973; nationally they have marginally worsened. But let us not be too despondent; we have achieved something. The DES statistics show that since 1974 there are fewer school leavers who write no examination qualifications (no expected), and just a few more with five or more higher grade O levels/CSEs (not quite so expected). The teaching profession can justly claim that it has done more with less.

The second thing that went wrong, or rather was wrong to begin with, was that no specific objectives were set for those less able pupils

now compelled to stay on who would previously have left in the fourth year. Many of these pupils, and their parents, see the extra year as an unnecessary delay before starting work or leaving home. True, rising unemployment among 16-year-olds has taken the edge off this argument, but the problem of a real objective to work for at school remains.

What should be done at this stage, seven years after ROSLA? It has not been an unmitigated disaster, and many pupils have gained from it, but we have not achieved what we could have done. In the foreseeable future we are not going to have a large injection of staff and resources to put it right, at least that is all that is required.

Meanwhile we are selling many less able pupils short. We are insisting that they stay at school until the Easter or summer after their sixteenth birthday, but we are setting them no clearly required objective, and for the most part they find it difficult to see the relevance of their final year at school.

We need to do two things:

● First, in the interests both of



Dean, before leaving at 14 was suggested, I thought we'd never agree on anything.

## Saving a teacher

Mervyn Benford

Living magazine has just adopted Leeknor School, a small Oxfordshire village primary school threatened with a reduction in staff due to a marginal drop in pupil numbers.

The £3,500 the magazine offered, added to the money the school's public appeal has raised, will pay a teacher's salary for at least two years. The school's own efforts involved many donations from well-wishers as far away as Sweden, Switzerland and the United States, as well as substantial help from All Souls College.

In preventing the reduction in staff the school has not only preserved its distinctive teaching arrangements, carefully developed over the last nine years, but has also enabled the starting of a long-discussed project to convert the larger classroom into a shared school and community hall.

The county council wishes to encourage community ventures, and so gave the scheme its blessing, while Living magazine had just begun a major new feature on community life and self-help schemes when they learned of the school's problem.

In a small village school the reductions in staff as the roll falls tend to be quite severe in proportion to the own number of children. Had Helen Dorritt been redeployed

this term, it would have left a large gap.

She was the only infant-trained teacher, the only teacher qualified to take swimming, the specialist in environmental studies and biology (with important responsibilities for the wide range of animals we offer the children), as well as being one of the qualified minibuses drivers.

There are obviously wider implications. Other schools may wish to follow the precedent established at Leeknor, a precedent endorsed by the local authority which has accepted full employer's responsibility for the teacher.

Schools with perfectly normal staffing levels may simply feel they could seek to improve things by buying extra teaching time in this way.

Many teachers would argue that such developments would encourage miserly authorities to inflict harsher bouts of cuts. But there is always potential abuse in human affairs, and the answer is never just if it means preventing something good.

Leeknor and Living magazine will no doubt be able to build upon this initial link, via the community scheme, and develop direct links with each other that will benefit the children and the staff of both organizations, as well as the readers.

Schools perhaps need to reach out more to the outside world, and if this sort of financial bridge creates reasonable conditions for such dialogue to take place, it must make for better mutual understanding of all sorts of issues, as well as providing a stimulus to what the schools can offer.

Perhaps linking schools with outside organizations in this sort of way will become as common as the twinning of towns seems to be.

Mervyn Benford is head of Leeknor Primary School, Oxford.

## Workcard dilemma

D. William Blades

A workman is only as good as his tools but in teaching the reverse is true. Teaching methods and aids depend for their effectiveness on the skill of the teacher.

This is possibly what was wrong in the situation required by a student teacher, in "Are you still stuck on orange?" (December 14).

It is difficult to see how a primary classroom can be organized in an integrated way without the use of workcards. But for them to be used without thought and close supervision is just as bad as making children work through a textbook from beginning to end.

What appears to have been forgotten in the classroom described in the report of 1978 HMI noted that it was in classrooms where a combination of didactic and exploratory approaches was used that the work the children were given was best matched to their capabilities.

Workcards are useful for giving practice in basic skills, but it is expecting too much for young children to learn new concepts from written material. The teacher can do this much better: she can be questioned, can rephrase and can provide instant feedback.

The great advantage of home-made workcards over textbooks and commercially produced cards is that they can be matched to the children using them. However it is important that they are properly stored, clear and pertinent.

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There is a great deal of research support for the success of such teaching aids as the SRA Reading Workshop for giving a boost in

reading ability, but it is not that such aids are used as were intended by their authors. Too often teachers do not take time to give more than a cursory glance at the instruction booklet accompanying the material.

Outside the basic subjects, workcards do fulfil an important moving. Instructions, particularly in the arts, for example, in the right direction.

Such assignments should merely be received, but should be given to children having to think fully about the results of their work. It will often be easier for the teacher to intervene, and to provide the child's right direction.

Assignment cards should be regarded as a complete part of the teacher's preparation. Teachers who have tried structured learning page with young pupils will find that, although the children do not learn, perhaps because they have only been relying on short-term memory.

The deleterious effect of workcards could just as easily be due to the teacher's over-reliance on the teacher's own structured learning page. The child's first attempts at drawing are scribbles; up and down or side-inside random movements.

Very soon, at about the age of two, the child discovers circular movement and produces his first circle. According to Arnheim, this child has started to learn in visual structural equivalents for objects. In very soon the child adds eyes, a nose and a mouth to his teddy.

The child has all sorts of technical problems in his way. He has problems of orientation of making lines meet, of relating lines or shapes in space, and the square is a more formidable shape than the circle. Later the child masters the drawing of a right-angle, and can use this new structural equivalent for drawing houses, boxes, cars and lorries.

At the age of five the child can usually add a torso to his human figure drawing. From this age he will increasingly elaborate his drawing of the human figure, including finer details such as pupils, eyebrows and eyelashes. Patterns and decorations are favoured features of the child's interests at the age of six to seven.

The child usually does not start to tackle the problem of correct proportions between and within elements of the human body until after the age of eight. Typically, arms are too short, hands are usually too large, and hands and feet are exaggerated. The child has great difficulty in representing one object behind another, and the active involvement of figures with their surroundings presents new conceptual perplexities of size, distance and perspective.

Many of these problems will not be solved until the child is much older. Attempts to draw perspective do not usually occur until after the age of ten, and correct understanding of the use of perspective is usually reserved for those few individuals who take their drawing ability further than most. John Ruskin found that even in middle adolescence some subjects could not use basic principles of perspective reliably.

This is an extremely brief résumé of the development of children's ability to draw. Divergences between disciplines and within disciplines start when we examine the reason why children's drawing develops in this manner.

The psycho-analytical school, together with some educators and art therapists, believe that the child's representational drawing is an attempt to record his visual experience. But this attempt is necessarily limited by the child's level or stage of intellectual development.

Others see children's drawings as an aspect of human creativity in general. Any of these theories must take account of individual variance.

Odd or rare cases can often act as a test of the general rule; throughout the history of medicine and science we have examples of the odd error, the serendipitous happening or the very rare disease which have made decisive changes to our theoretical constructs. The individual case study enriches and enlarges our understanding of the general laws of development.

When I came across one child who appeared to break most of the rules of the normal development of children's drawing ability, I was led to look for others. I have now looked at many thousands of children's drawings, and been able to select those few individuals who break by a very wide margin the norms of development of drawing, and show a truly anomalous development.

Bridget Rees is a parent of a child.

## Breaking all the rules

Lorna Selfe finds  
that children  
with exceptional drawing  
ability are  
sometimes handicapped  
in other ways

One of the pleasures and the great problems of the field of children's drawing is that there is claimed by so many varying disciplines: artists, psychologists, psychoanalysts, philosophers and educators have all written about the subject.

What each discipline has to say is relevant and important to that particular viewpoint, but sometimes confusing to those outside that discipline yet interested in the same subject area. It is almost impossible to fuse into one coherent theory the views of all the commentators. One simple human activity turns out to be extraordinarily rich and complex.

There is, however, general agreement as to the normal development of drawing in children. This has been outlined by Rudolph Arnheim and others. Under two years of age the child discovers the representational nature of drawing. The circle can represent objects in the child's everyday life: a head, the sun, a ball, etc.

The child's first representations of the human body, at between the age of two and three, is usually the tadpole or cephalopod: a circle with two lines, a head, a tail. According to Arnheim, this child has started to learn in visual structural equivalents for objects. In very soon the child adds eyes, a nose and a mouth to his teddy.

The child has all sorts of technical problems in his way. He has problems of orientation of making lines meet, of relating lines or shapes in space, and the square is a more formidable shape than the circle. Later the child masters the drawing of a right-angle, and can use this new structural equivalent for drawing houses, boxes, cars and lorries.

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A horse seen by an autistic child, aged five-and-a-half. (Illustration from Nadia: A Case of Extraordinary Drawing Ability in an Autistic Child, by Lorna Selfe, published by Academic Press, £6.25.)

Other psychologists, such as Piaget and Goodenough and Harris, take the related view that the child's representational drawing is an attempt to record his visual experience. But this attempt is necessarily limited by the child's level or stage of intellectual development.

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Odd or rare cases can often act as a test of the general rule; throughout the history of medicine and science we have examples of the odd error, the serendipitous happening or the very rare disease which have made decisive changes to our theoretical constructs. The individual case study enriches and enlarges our understanding of the general laws of development.

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Many of these children appear to be handicapped in other areas of functioning; in some are autistic, and have had retarded language development. I am hoping to investigate this unusual and suggestive occurrence, and have begun to undertake intensive case studies of this very small sample.

Any theory of the development of children's drawing ability will at least have to take into account these few rare cases, and perhaps offer some explanation for this phenomenon. Piaget, for example, has outlined the development of perception in young children. He believes the child moves from a topological understanding of spatial relationships to a Euclidean understanding, and that this development mirrors Piaget's stages of general intellectual development. He believes that the child achieves a Euclidean understanding of three dimensional space at about the stage of formal operations (11 plus years of age).

However, in my sample we have children who are able to draw in perspective and represent distances by diminishing size, to place in horizons and draw partially occluded objects at the age of five.

There is no question that Piagetian stages have been accelerated in these children; the order of acquisition is confused. For while they are able to draw in perspective, some are unable to do other simple perceptual tasks, and are deeply retarded in other areas of functioning.

I am hoping my studies may deepen our understanding and awareness of mental retardation. It has been suggested that there is no such thing as a genuinely subnormal child; that is, one with all-round deficits. In terms of the intact and functioning brain one very small fault can have profound and far-reaching consequences.

There is a danger that any simple classification of retardation can be a tyranny, which limits our questioning and our understanding when it stops us from responding to each individual as an individual. Some very retarded individuals do have very well developed areas of functioning, which are often sadly ignored and rarely encouraged by the community at large.

Such cases challenge the all-too-prevalent assumption that mentally retarded individuals are necessarily handicapped in all areas of cognitive functioning.

Lorna Selfe works in the Child Development Research Unit, Department of Psychology, University of Nottingham.

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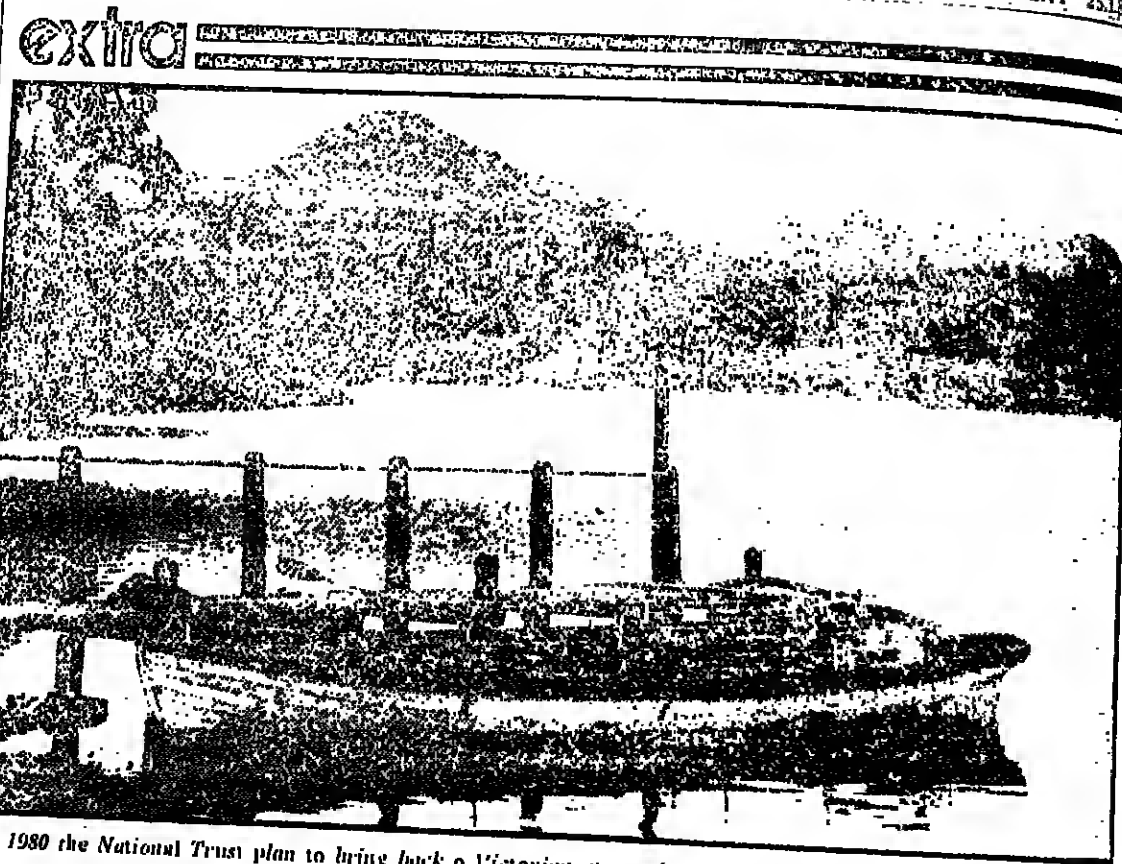
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In 1980 the National Trust plan to bring back a Victorian steam boat to sail again upon Conistoun Water.

# PAST WOODED HILLS

Among the hills and lakes of Cumbria, Dudley Wilson discovers the past through the techniques of industrial archaeology

"At the edge of the wood, not far from the smoking mill, there was a hut shaped like a round tent, but not made of canvas but of larch poles set up in a circle and all slapping together so that the longer poles crossed each other at the top. On the side of it nearest to the mill there was a doorway covered with a hanging fling made of an old sack. The sack was pulled aside from within and a little, bent old man, as wrinkled as a walnut and as brown as a nut, came out and stood looking at the explorers in the sunlight."

The wigwag by its mysterious mound is encountered not in the Americas but on the wooded shores of Conistoun Water near Windermere in the English Lake District. This is a familiar scene, an accurate description of a charcoal burner's hut from Arthur Ransome's *Swallows and Amazons*. As distinguished through the techniques of industrial archaeology, as satisfying a voyage of discovery for many of us as any expedition to distant lands. The explorers mentioned are, of course, Captain John, Roger, Titty and Susan, Captain Ransome who lived in the Conistoun area, the setting along with Windermere for several of his books, clearly knew the charcoal last burners gave life to the literature, a regularly healthy life in the twelfth century world.

Most, if not quite all, industry derived from the mixed woods of High Furness has vanished. It is a prime subject matter for vacation spent out, about and close to the countryside with industrial archaeology as a motivation. There's a complex, too, for wet search, mapping, planning and sitting notes.

Families, school, college and university groups have taken up this as a rewarding pastime, on activity holiday as strenuous as you wish. It offers the thrill of detection and sketching. Such an approach to landscape, nature made and man moulded, is absorbing and rewarding.

More strange is that one of England's most rural and scenic regions should yield such evidence of departed industry. Add to this the long, long history of the Lake District, the shire of Westmorland and the parish of Ruskington and the localities and modern Cumbria with its unrivalled beauty can provide a complete holiday experience.

High Furness for centuries under the sway of monks from Furness Abbey, is superb ground for holidaymaking, whether you wish to tramp the fells, climb, swim or simply stay put. Conistoun Mill, its mines figure in Ransome too, dominates the district. In the valley and beyond is a rich concentration of mills, shafts, tunnels, levels, culverts and shutters, watercourses.

Man has left industrial debris all over this side of the mountain. In an unpleasant route to the summit of the mountain, twisted metal and ruined engine sheds but for parties in search of industrial history it's a little to fame, an example of the literary archaeology, is as the saying for Richard Adams's *The Plague Dogs*.

This novel, illustrated by Alfred Wainwright, the master of lake-land mountain landscape, has already become a guide for the pilgrims following in the footsteps of Sulist, Ruff and Ted round the Southwestern Coppermine Shute (now blocked in). The routes make excellent walking and can be enjoyed the more by reliving the sequences.

A steam yacht, Gondola, plied to regular timetables on the waters of Conistoun for more than 80 years. Since the last year she has been away but now the National Trust is raising funds and restoration work has begun to try to bring this queen of Victorian lake steam boats back into service during 1980. This is a laudable undertaking which deserves wide support with cash and volunteer labour.

Gondola was launched in 1859 and built by James and Quiggin of Liverpool, designs of Sir James Conistoun and Furness Railways and Furness.

For those fascinated by the early steam yachts the Windermere Steamboat Museum must be visited. This is a collection made by local builder George Patterson, here are the sumptuous *Beano* and *Esperance*, this last built for H. W. Lloyd's register and considered to be the first twin-screw steam yacht.

Schneider, like Ransome, was an industrial tycoon of Furness. His companies exploited the iron-ore deposits of Askew, developed saw its rapid development. Great-grand style from his Bowness Bay breakfasting on board *Esperance* as a train on his own metals from Lake.

For 50 years Gondola was captained by Felix Hemm who converted 13,000 sellings. Damage to his ship during his command resulted in a mere eight shillings. Hemm is a good source of material on Ruskington who lived at Bratwood on Conistoun's eastern shore, one old man planning at the other, as it were. Hemm, 120 years old, and his wife, which display the sea's ban, carriage and imperiousness are well worth visiting. I used to stay there and have slept in the master's bed and mounted into his masterpiece of a bath.

# "Past wooded hills" continued

Lakeland. Barkharrow is associated firmly with the Wilkinson iron-works—the cast iron memorial to John Wilkinson, a giant of the industrial revolution, stands in nearby Lindale.

From Harrothwaite Schneider's railway will soon connect with the Windermere boats. Seelink's fleet includes the veteran *Tern* built in 1891. At Greenodd, a Viking landing place described in W. G. Collingwood's *Thursford of the Mere*, rivers from Conistoun and Windermere meet. All is quiet now but it was once an animated scene of boats arriving and unloading from upstream and down estuary.

I leave you to discover the bobbin mills (one at Fintshwaite is to be restored and there is no finer ramble than up to the reservoir of Low and High Dams in the Haigh), premises for tanning, willow coopering. Elsewhere in Cumbria I suggest the quarries of Honister or Langdale, the wood mines and pencil industry at Keswick. Best of all would be the Kent Valley industries from the quarries practically at the Kent source, to Kenner's distillate works, wood-turning at Siveley, paper making at Burnside to the host of industries ranging from shoes and turbines to snuff grinding in Kenil.

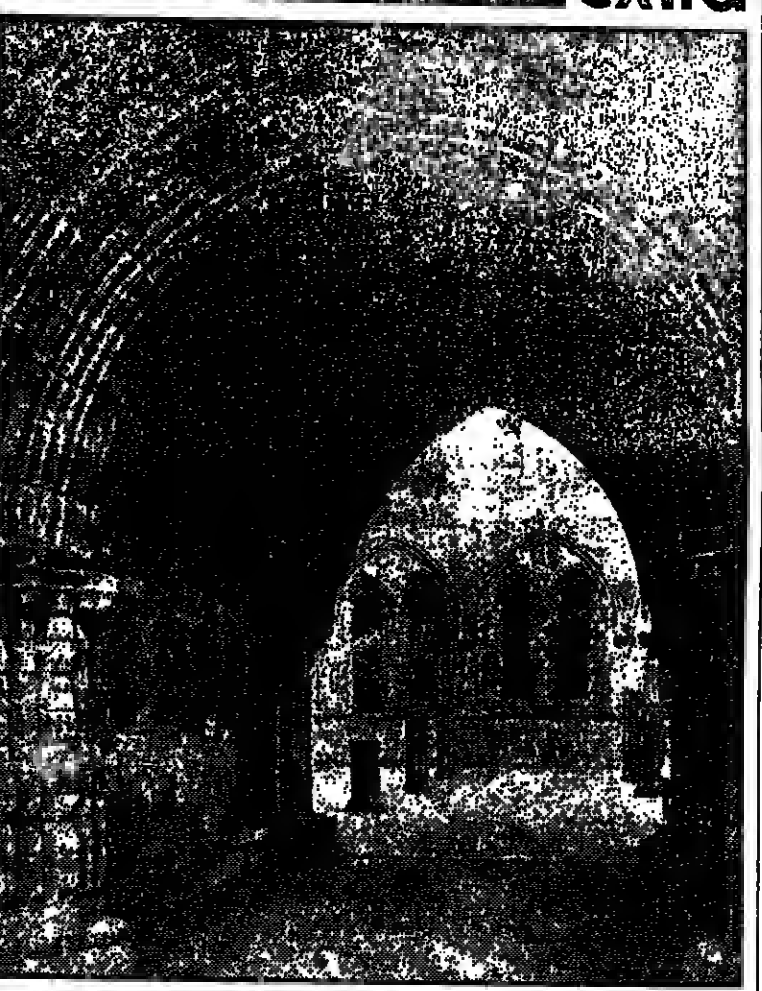
Last stop would be the former gunpowder works where local charcoal was used. Nearby on the Beie is a superb example of a fully working water mill, Heron Corn Mill at Bealham.

No holiday or field-study tour involving industrial archaeology should be lightly undertaken. Large scale OS maps are essential. Read specialist works by J. D. Marshall and M. Davies-Shiel who is a local teacher.

Dr Marshall of Lancaster University's Centre for North West Studies has, by the way, recently launched an appeal for help in recording Cumbria's past for his *Industrial and Social Survey* which covers mills, craft workshops, mines, quarries and lime kilns. Visiting parties may well be able to assist.

The Lake District National Park Centre at Brockhole, Windermere, should definitely be visited. Their films, lectures, guided walks and publications touch on most aspects of Lakeland life. They regularly show a colour film which patiently reconstructs the charcoal burning processes.

Cumbria Tourist Board at Ellers-Wharfe, Windermere, advise on accommodation for parties. If you are going anywhere near Conistoun Old Man or Wetherlam make a careful study of Wainwright's *Southern Fells* which locates dangerous shafts, caves and quarries.



Furness Abbey, whose monks once controlled High Furness.

Finely, parties would do well to consider the work of the Forestry Commission in Grizedale. Hazel Forester Bill Grant has pioneered the imaginative use of forestry properties for educational and general enjoyment. Here is a museum, theatre in the Forest, trails, camp site, inexpensive dormitory accommodation for groups and Ormside Hotel, now a haunt of gourmets since Yves Champaune moved in as chef.

# WATER, FIRE AND CHALLENGE

Christopher Portway treks in Iceland

Iceland has been termed a land of fire, ice and contrasts. It is certainly all these and a land of misconceptions, too. But above all, perhaps, it is a land of challenge. The island received its chilly sounding name from a Norse Viking in the thirteenth century, after wintering there climbed a mountain and saw one of the fjords on the north-west coast full of pack ice in what was no doubt an unusually cold spring. Though there are several permanent glaciers, including Vatnajökull (the largest in Europe), in actual fact only about one eighth of the country's surface is covered by ice. It would, without doubt, be more appropriate for Iceland to exchange names with Greenland, since the latter consists largely of a huge ice-cap.

The misconceptions must have gone a long way towards the creation of the notion that the island, newly discovered on the fringe of the habitable world, was a land of challenge. Eleven hundred years ago this drew men of stature to a contest held that gave a foothold to human life. Men with names like Eirik the Red and Guinpa-Boror, who, having established a new home in the north, suspected that milder conditions might be found on the opposite shores. Constructing sledges for his livestock, the latter loaded them with hay and his worldly possessions and drove south through unexplored deserts and mountains, among icecaps, and over five great glacial rivers, to put his theory to the test.

In modern times, there have been men like Hottues Jónsson whose duties as postman to the Orkney district involved him, in 1934, in an eight-hour crossing of the Skeiðarárjökull ice sheet, with a cap behind and the glacier moving beneath him, floated up by the force of the melt-waters below.

Icelandic landscape has formed the backdrop to the songs and is a fitting match for the stories themselves. Beyond Reykjavik lie the farmlands, the rivers, the fjords, the coastal townships, and behind them, always, the mountains, ice-caps, and deserts, the everlasting wastelands of black sand, snow-bound and deserted throughout the long winter, but in the summer warm under the twenty-four hour sun. With such loneliness a part of its heritage Iceland has a homogeneity that few modern countries possess. Not only does it seem that everyone in the nation knows everyone else, but the Icelanders' present is clearly connected with a living past. As they speak of their history one has the notion that they are personally remembering events that happened to ancestors centuries before.

The sense of blending of past and present becomes stronger the deeper into the country one delves.

continued overleaf



Forging rivers—struggling against their flow and panes of ice—we ignored the lack of bridges.

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# CRUISING DOWN THE RIVER

By Robin Mead

In a way, I suppose that I am a survivor of the great Easton goes last August. Admittedly, the winds had abated a bit by the time that they got to the middle reaches of the Thames, around Maidenhead—but they were still strong enough to wrench the good ship Concordia from her banks and merrily down the river estuary.

We were lucky—there were no witnesses to our moment of shame. The diesel engine which is the 30-foot Concordia's sole means of propulsion, and which had not been kept in good order, had just given up the ghost. We did not even have to turn the boat, but just chugged quietly back to the bank.

Our mooring plan—three iron spikes which you immerse into the ground—had vanished, torn out of the earth by the force of the gale and the boat's weight, and presumably even the boat settling quietly into the mud on the bottom.

We tied the boat—most unprofessionally but very safely—to some body's gatepost, and returned to our inn. It had been, we decided, quite an adventure.

And adventure is what a cruising holiday on the inland waterways of England or France is all about. You can do what you like, when you like, where you like. That is what makes it such an ideal holiday for families or groups of friends.

After several boating trips on the canals, those secret pathways which wander through the heart of Britain's most beautiful countryside, we had returned to the Thames river, a place of change, but partly for two very practical family reasons.

First, the cabin cruisers which can be hired on the Thames are larger and deeper than canal boats, and we wanted a boat with a recessed saloon in which the baby would be safe wherever she wandered. And secondly the canals, for all their beauty, do tend to become rather malodorous in summer—because the water becomes highly relevant if you have a large Labrador dog who likes to go for a swim every couple of hours or so.

When we collected the six-berth Concordia Star from Bates' Boat Hire in Chertsey (where they give new owners a reassuring half-hour test run before turning you loose on the Thames), the boys were keen to make this run up to the river's source—a trip which takes two weeks and involves a lot of hard work.

We preferred a more leisurely holiday—exploring the riverside towns as we went. There were still plenty of locks to work—a genuine test in which 13-year-old Richard delights. And there was even time for some quiet (and unsuccessful) fishing.

Day stops in Windsor and Eton were highly successful—the boys doing the regulation sailing while their parents raided the antique shops. We all came home a little the wiser, both about royalty and rip-offs.

And river folk, even if they may not admire your handling of a boat by day, are a friendly bunch in the evenings. You need to stop early on a river, and most moorings for these are in short supply on the Thames. But, nice and quiet for the night, there are always new people to meet, chat with, and perhaps have a drink with.

These river folk are miserable on the river, usually either hired a boat that is too small for their tiny crew, or a couple of spare berths if possible, for two of them—usually the children's size—up on the saloon where you will want to sit at the evening or else have not adapted to the conditions.

It is not, however, the brochures may say, so comfortable as being on a river. It is a noisy business—will have of jumping on and off the boat, and mooring and unmooring, in the time.

Incidentally, the mooring posts on the Thames outside locks, where you often have to wait your turn, are placed well out in the river, and most moorings are driven deep into the river bed. The adult can flick a mooring rope over the side with his hand, and steer with the tiller. Considerable skill is required to do this.

Instead, 13-year-old Richard had to jump on to the catwalk every time these mooring posts were used. He was stopped. He is a strong swimmer, and he did not waver about him, but even though all children should wear a life jacket in the interests of safety, he was in, in his absence, organize he would find it. It was quite a good thing. It drew Mondays and Thursdays.

Unlike most self-catering holidays, a boating trip does not cost very much. James Hossington, managing director of House, Loveston, Suffolk, reckons that in 1980 you can work out at roughly £100 a week, per person, including food and fuel, in the high season.

For that you get a good, modern boat, and that holiday rarely nowadays: complete freedom. You also get a unique mixture of the healthy outdoors and the opportunity to escape from it in the evenings or when the weather is unkind. Shut off the sun, draw a little work, and you are snug in a little world of your own.

Teenage boys, if discovered, make a hardworking if occasionally able of taking over the entire running and handling of the boat when glorious adventure.

For me, it is a slight disappointment that Richard decided his move to safely on many occasions or days, a puma so who got wet was stepping on to a bank which was not there. I thought that they should have didn't—they went and bought ice-creams in Windsor. Instead.



Relaxing before setting out on another day's strenuous trekking.

"Water, fire and challenge" continued

It is not that memorials to history are strewn about the land; on the contrary, most of it is as grandly handsome today as it was when the first norsemen found it. The only occupants of a handful of Irish monks living frugally on the harsh shores, and the look of the country is young and clean and ever-changing. Its very loveliness is evocative.

With the absence of any modern civilization it is all too easy to see the drama of history rolling across the land. And those dramas could easily occur again. People are aware of it and a latent fear of their own geology binds the three districts together as it were, a common fear of the unknown. One such district is that of the fabled in the south of the island, which comes up the occasional geologist, surveyor or adventurer, back to the land, and in the process of the drama of history rolling across the land.

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## County of Cleveland

### SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.

#### 11-16 SCHOOLS

##### SCALE 3 ENGLISH (Re-advertisement)

**LAURENCE JACKSON SCHOOL** (Roll 1,725) Church Lane, Gilesgate, Cleveland TS14 6RD (Tel.: Gilesgate 38381) Required for Easter or September, 1980, an experienced teacher to be second in charge of a strong ENGLISH department. Ability to teach across the full ability range and up to C.S.E. 16 plus and 'O' level is required.

**SCALE 3 SCIENCE**  
**OKLANDO SCHOOL** (Roll 567) Fakenham Avenue, Middlesbrough, Cleveland TS5 4QQ (Tel.: Middlesbrough 923192) Required for Easter, 1980, a teacher to be responsible for the SCIENCE department. This person appointed must be capable of teaching Physical Science to 'O' level standard.

**SCALE 2 ART**  
**NORTH SCHOOL** (Roll 992) North Road, Stockton, Cleveland TS20 2RO (Tel.: Stockton 557381) Required for Easter, 1980, a suitably experienced teacher to be second in charge of this lively and well equipped ART department.

**SCALE 2 ENGLISH (Re-advertisement)**  
**ST. PETER'S R.C. SCHOOL** (Roll 828) Normanby Road, South Bank, Cleveland TS6 8BP (Tel.: Easingwold 45482) Required for Easter, 1980, an experienced teacher to hold a post of responsibility with the ENGLISH department and to be in charge of one of the school's two libraries. Application forms are obtainable from the Head Teacher at the address shown above and returnable to Mr. N. C. Cason, St. Andrew's Presbytery, 1 Sandfield Road, Teesside, Cleveland.

**SCALE 2 MUSIC**  
**COULBY NEWHAM SCHOOL** (Roll 407) Manor Farm Way, Couby Newham, Middlesbrough, Cleveland (Tel.: Middlesbrough 531113) Required for Easter, 1980, a teacher to be responsible for the MUSIC department of this new school whose roll will increase from the present 400 to 800 by 1981, and, ultimately, to 900. Purpose-built music suite. Excellent scope for building up a good music tradition including instrumental work. Willingness to offer a subsidiary subject would be an advantage at this stage.

**11-16 SCHOOLS**  
**SCALE 2 PHYSICS**  
**ENGLISH MARTIN R.C. SCHOOL** (Roll 1,330) Calce Road, Hartlepool, Cleveland TS25 4HA (Tel.: Hartlepool 73730) Required for Easter, 1980, a teacher to teach PHYSICS to 'A' level.

Application forms are obtainable from the Head Teacher at the address shown above and returnable to Mr. P. McLaughlin, St. Patrick's Presbytery, Owston Manor Lane, Hartlepool, Cleveland.

**SCALE 1 CHEMISTRY**  
**WILSON SCHOOL** (Roll 980) Owston Manor Lane, Hartlepool, Cleveland TS25 3PS (Tel.: Hartlepool 73718) Required for September, 1980, a teacher for CHEMISTRY.

**SCALE 1 MUSIC**  
**WYKE HOUSE SCHOOL** (Roll 1,315) Melton Road, Hartlepool, Cleveland TS24 8NQ (Tel.: Hartlepool 88377) Required for Easter, 1980, a teacher for MUSIC. The ability to teach choral work would be an advantage.

**SCALE 1 SCIENCE (Re-advertisement)**  
**HIGH TUNSTALL SCHOOL** (Roll 1,275) Elwick Road, Hartlepool, Cleveland TS26 0LQ (Tel.: Hartlepool 61448) Required for Easter, 1980, a teacher for Lower School PHYSICS and CHEMISTRY. Opportunity of more advanced work for a suitable candidate.

**SIXTH FORM COLLEGES**  
**SCALE 3 HOME ECONOMICS**  
**SIR WILLIAM TURNER'S SIXTH FORM COLLEGE** (Roll 304) Redcar Lane, Redcar, Cleveland (Tel.: Redcar 474841) Required for September, 1980, a teacher to be responsible for the HOME ECONOMICS department.

The following vacancies exist at **COLLEGE (Roll 816)**, Belvedere Avenue, Middlesbrough, Cleveland TS4 3JP (Tel.: Middlesbrough 64080)

**SCALE 3 ENGLISH**  
Required for September, 1980, or earlier if possible, a teacher to help with the organisation of this large department and to teach ENGLISH to Advanced and Special levels.

**SCALE 2 GIRLS' PHYSICAL EDUCATION**  
Required for Easter, 1980, a suitably qualified and experienced teacher to assist the Head of Department and to organise the GIRLS' PHYSICAL EDUCATION. Financial assistance with household removal expenses is available in approved cases.

Application forms and further details are obtainable from the Head Teachers/Principals at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience together with the names and addresses of three referees.

Completed application forms and letters of application should be submitted direct to the Head Teacher/Principals at the addresses shown above unless otherwise stated by not later than Friday, 8th February, 1980.

### SECONDARY SCHOOLS

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which becomes vacant in September on the retirement of the present holder. The person appointed will be expected to teach French throughout the school to Advanced and Scholarship Level. Salary Burnham Scale 4.

Apply in detail by letter (no forms) with curriculum vitae and names of referees to the Headmistress, Manchester High School for Girls, Grange Road, Manchester M14 6HS.











## HERTFORDSHIRE

## COUNTY COUNCIL

## WARE COLLEGE

## PRINCIPAL

Applications are invited for the post of Principal of this Group 8 College, which will become vacant on 1 September, 1980, following the retirement of its present Principal, Mr James Tiplady.

The College is situated in modern buildings on a pleasant site near the town centre of Ware. It provides a very wide range of courses to meet the needs of local industry and commerce and is the centre for social, cultural and recreational activities in the area.

Applications, by letter, should be submitted by 22 February to the County Education Officer (Ref: GHM), County Hall, Hatfield, SG13 8DF, from whom further particulars are available.

## Coventry City Council

Applications are invited from persons with suitable qualifications and experience for the post of

## Principal

(Salary £12,585-£13,194)

## HENLEY COLLEGE

with effect from 1st September, 1980, upon the retirement of the present Principal. The College (Group 8) offers a wide range of courses in Catering, Engineering, Science and Business Studies.

Further particulars and application forms to be returned by 12th February, 1980, are available from the Director of Education (Reference FE/CY/CP). New Council Offices, Earl Street, Coventry CV1 5RS (25555, Ext 2297).

## City of Coventry

## COVENTRY TECHNICAL COLLEGE

Principal: R. A. Arculus, J.P.  
B.Sc. (Eng.) (Hons.), C.Eng., F.I.Mech.E.

HEAD OF DEPARTMENT  
OF MECHANICAL ENGINEERING  
GRADE V.

Salary Scale: £9,420-£10,467

The Department is now Grade IV and under review.

Applications are invited from suitably qualified and experienced persons for the above post. The vacancy arises due to the appointment of the previous holder to the Vice-Principalship of another College.

Further details and application forms obtainable from The Principal, Coventry Technical College, Butts, Coventry, CV1 3GD. Telephone: 0203-57221 extension 270, to be returned by Thursday, 7th February, 1980.

## EDUCATION COMMITTEE

## South Kent College of Technology

## Department of Construction

## LECTURER GRADE I

required as soon as possible to teach Building Technology on T.E.C. Certificate and Diploma in Building Studies courses. Candidates should be suitably qualified in able to offer Building Science, Measurement, or Site Surveying as alternative subjects.

Assistance with removal expenses given in approved cases.

Further details and application forms from the Principal, South Kent College of Technology, Jemmett Road, Ashford, Kent.

## KENT COUNTY COUNCIL

COLLEGES OF  
FURTHER EDUCATION  
continued

## LONDON

INNER LONDON EDUCATION  
AUTHORITY

## WATFORD COLLEGE

## Lecturers

## Peter Street, Watford, Herts. AL1 1AA

## In-SERVICE TEACHING

## Training

## Required for 1st April, 1980, or as soon as possible thereafter.

## No. 1987/79 will be possible

## to teach on courses leading to

## the USA Certificate in the

## Teaching of Literacy Skills in

## Adults.

## Applicants must have practical

## teaching experience in the

## field and be able to tutor

## The salary scale is in accordance

## with the London (F.E.)

## Scale.

## Please send application form and

## supporting documents to the

## Director of Education, Watford

## College, Watford, Herts. AL1 1AA.

## Closing date: 28th February, 1980.

## Applications should be submitted

## by 22nd February, 1980, to the

## County Education Officer (Ref: GHM),

## County Hall, Hatfield, SG13 8DF.

## Further particulars are available

## from the County Education Officer

## (Ref: GHM), County Hall, Hatfield,

## SG13 8DF.

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## County Education Officer (Ref: GHM),

## County Hall, Hat











721 this day of summer  
 structures for sailing,  
 Wandering, Abseiling  
 the Summer 1980 Na-  
 group Leaders July 9  
 the Barlowe school &  
 from, J. Fowler F  
 wood, Preston, Pe  
 710001.

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# TEACHING VACANCY

## ENGLISH AS A

## NON LANGUAGE

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**For further details contact: Blencathro Centre  
Threlkeld, Keswick, Cumbria. Telephone Threlke  
(059683) 601 (24-hour answering service).**

هكذا في الأصل



